

JAN 28 1937

# School Activities

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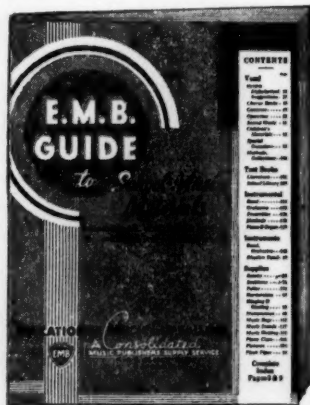
Published by the  
**School Activities Publishing Company**  
**TOPEKA, KANSAS**

**February, 1937**

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# School Activities

## The National Extra-Curricular Magazine

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VOL. VIII, NO. 6

FEBRUARY, 1937

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Published Monthly from September to May by  
**SCHOOL ACTIVITIES PUBLISHING COMPANY**

1515 Lane Street, Topeka, Kansas

Single Copies, 25 Cents

\$2.00 Per Year

Entered as second class matter, December 1, 1930, at the postoffice at Topeka, Kansas, under the Act of March 31, 1879. Copyrighted 1936 by School Activities Publishing Co. All rights reserved.

## As the Editor Sees It

The Battles of the Bowls are now over so we'll have a few months in which to give attention to some of the minor matters of education.

Recently a certain school announced that ALL of its assembly programs grow out of classroom work. Personally, we doubt, even if this is possible, whether or not it is wise. Even if the announcement had stated "out of school work" instead of "out of classroom work" (as was perhaps intended) we might have few or no doubts as to its possibility, but we should still have several as to its wisdom. Surely there are vital and presentable phases of life that are not reflected in typical classroom work or in school activities. Let's not bend over too far backwards.

The Benjamin Franklin Junior High School, Tampa, Florida, and the Springsville, New York, High School, are new additions to the growing list of schools providing courses in automobile driving. In one of these the course is "curricular"; in the other it is "extra-curricular." What's the difference how it is classified as long as it is profitable to the students?

"Good-looking cheer-leaders (girls) will swell box-office receipts; feminine voices carry as well and as far as boys'; female cheer-leaders can be dignified," claimed petitioners at Lynn Classical High School. "Nay, not so," stated Principal Fred C. Mitchell in banning them.

"Cheerleading gives girls a chance to express themselves and trains them in leadership. Cheer-leading is lady-like and modern," says Walter A. Cox, Director of Health Education at Albany.

We'll go along with Mitchell.

Signs of progress! Peanuts, chewing gum, candy bars, soft drinks, and similar items have now gone extra-curricular. We have known for a long time how these boons benefitted the student in his regular curricular work, but it is only recently that their remarkable success in developing athletic

prowess, social poise, dancing grace, leadership qualities, etc., has been discovered. A Royal Raspberry! Not for these items, but for the professional educational magazines that carry such advertising.

New York, Chicago, Washington, and Kansas City are a few of the larger school systems that are now campaigning against home work for students. Maybe soon the children will have time for developing their own elected leisure pursuits. And maybe, too, the school, more than ever before, will have to assume responsibility for helping them wisely to select and pursue these. Looks healthy!

"Educators who proclaim the beauties of Fascism and any other ism have no business to talk to adolescent youth," quoth the doctor with a mighty gesture depicting love of country. Yeah, but how about patriotISM, doc?

Superintendent C. M. Dannelly of Montgomery, Alabama, in announcing that teachers will have to present evidence that they have voted before receiving contracts for 1937-38, states, "An educator who does not vote is poorly equipped to prepare pupils for effective participation in a democracy." This is a good first step. However, we are wondering how long a teacher in a typical community would last who practiced other forms of political participation—all the rights to which, like any other citizen, he or she has been guaranteed.

A little tip: If you use a guest speaker on your graduation program, and want one that everyone else wants—sign him up early. Of course, if you want one that no-one else wants, this isn't so necessary.

Remember, too, that the 1937 Commencement Packet (price fifty cents) is now available from the National Education Association, 1201 Sixteenth Street, N. W. Washington, D. C. This year the programs are built largely around the Horace Mann Centennial. How appropriate!



# Training for Civic Leadership

MARIE RITA MESSER

*Activity Director, Gladstone Junior High School, Pittsburgh, Pennsylvania*

## Part II—The Training of Squad Officers

THE IDEAL and the idea of service should be kept constantly before the attention of the citizens of a democratic republic. Repeatedly we read in the writings of great men, daily we note in the activities of their lives that the attainment of happiness is the fruit of service.

In the life of our nation, however, too much is written and spoken of service; too little service is actually rendered. The materialism of our age has developed a tendency within our citizens to question, when asked to perform a service, "What good will it do *me*?" "What will *I* get out of it?" To offset this tendency, our young citizens must be convinced that unselfish service to their community and to their fellow-citizens is the beginning of happiness in their lives. They must be given daily opportunities to render service to their school and to their fellow-students.

At Gladstone, where our school motto insists that "Tis Service That Measures Success," this ideal is kept constantly before the student body in the school newspaper, in home room discussions, in assembly programs, and in the organization of our system of student participation in government. From the start, we have differentiated between squads and clubs on the basis of service: squads are organizations which render unselfish service to the schools; clubs are organizations which contribute to the moral, cultural, intellectual, physical, social, or emotional life of the individual.

Carrying out our idea of teaching governmental principles and practices by their practical application to our student government plan, we have organized our school squads under the Cabinet so that they are comparable to the departments organized under the leadership of the Cabinet officers in Washington. The presidents of the major squads are Cabinet members; as such, they form a part of the group which advises the School President in administering the work of student government and in enforcing its laws.

The major squads are: Double S (Safety and Sanitation), Lunch Patrol, and Eighth Period Patrol; the minor squads: Costume, Daily Bulletin, Election, Film and Mechanics, Movie, Music Librarian, Office, Print, Stage Crew, and Ushers. Major squads are those in which student leaders have direct contact with their fellow-students and

in which they assume responsibility for enforcing student regulations in the absence of a faculty sponsor; minor squads are those in which laws are enforced by student officers in the presence of a faculty sponsor, or in which the members perform some clerical, manual, or mechanical service for the school. For example, an officer of Double S Squad may be enforcing a traffic law in a corridor far removed from the office of the Activity Director, his sponsor. If he has difficulty in securing obedience to the law, he must use his own judgment and exercise his own ingenuity in dealing with his fellow-student. Far more leadership is required of him than of the officer who enforces the student regulations in the auditorium where the faculty sponsor in charge is present and where every class is accompanied by a teacher. Teachers are requested to aid the hall officers where and if necessary, but few of them find it necessary, and many do not even consider it worth while to go out and stand at their doors while traffic is passing because of the proved efficiency of the Double S Squad in handling traffic over a period of years.

The training of squad officers devolves upon the squad sponsor. A detailed summary of the way in which our Double S officers are trained will suffice to explain our method.

No amount of training, however effective, will produce results unless the school citizens, who work under, for, and with the squad officers, are convinced that it is desirable and necessary to observe the courteous requests of their officers, and that it is in recognition of good citizenship and a distinct honor to be chosen to serve on one of the school squads.

This attitude on the part of the students has been developed slowly and subtly at Gladstone by observing the tenets of adolescent psychology. A study of our junior high school pupils revealed that they will accept the leadership of their fellow-students only if these leaders: (1) *are* leaders; (2) deserve respect; (3) are courteous in their requests; (4) avoid a display of officiousness.

Respect for the squad idea, therefore, as well as for the squad officers depends upon the officers chosen to serve. If these officers, from semester to semester, earn and hold the respect of the stu-

dent body, they will have relatively little trouble in enforcing student regulations. If, on the other hand, every Peck's Bad Boy in the school is placed on the squad "to make him good," the squad will lose its luster in the eyes of the students and the Court, hearing the offenders sent before it by these same officers for infractions against the law, will more frequently hear the culprit say: "Why should I obey him when he won't obey our class president?" "Why should I listen to him? He plays hooky more'n I do!" In the past, our Court has reported to us so often that such are the rejoinders when poor citizens are permitted to serve on the traffic squads that we now know that the theory so often advocated with regard to handling problem cases by giving them positions of respect and responsibility in a school must, like all theories, be applied in this instance with wisdom and discretion. Otherwise, it sinks into the category of a bribe. There are schools where, believing it to be modern, those in charge insist upon observing their theory. At Gladstone, Johnny Jones is not promised a position on Double S Squad if he promises to come to school every day. Regular and prompt attendance at school is required *before* he is admitted to the squad. He knows he may *earn* such a position only *after* he has corrected his tendency to stay away from school. He is encouraged by his home room sponsor to apply for a position on the squad, and when he does, the Activity Director explains to him that traffic officers are needed in the halls and lavatories every period of every day and on time; that his attendance at school has been too irregular to permit his being added to the squad at this time; that, however, the position will be opened for him when and if he improves his attendance record. This explanation is given courteously, seriously. Johnny is not scolded. He is simply convinced that the burden of proof rests squarely on his shoulders. Of such experiences is character education made.

In choosing a traffic squad, Gladstone follows the four tenets set down by its own student body and noted above. Point 1 of these four demands that officers should be leaders. There is not space in this article for a detailed discussion of what constitutes leadership. Suffice it to say that the proportion of leaders to followers is never too large; and that to secure as large a squad of traffic officers as most schools need, it is necessary to use not only the so-called "natural" leaders, but also those in whom some but not too many of the leadership qualities are present. Some leaders are born; many more are made. The first type makes its presence felt in any gathering; the second must be discovered, encouraged, and trained. Nor is the real leader to be neglected in

giving this training to the second type. Being more positive, he needs training in how to handle people. Too often he becomes officious, and then he loses his influence with his fellow-students. This makes him unhappy, for he cannot understand that points 3 and 4 of the students' list of qualities for the officers they will obey must be observed. Continually, in meetings with the squad, in personal conferences with the officers, and in home room and assembly discussions of leadership, the sponsor of this squad must emphasize the value of tact, must teach that courteous requests to students will bring results, and that "bossiness" will reap only disobedience and unpopularity. Tact, charm, courtesy: always must these qualities be taught to natural leaders, stressed consistently, observed and encouraged in their supervision. Once said is not sufficient; eternal vigilance is necessary to develop natural as well as second-type leaders.

As previously noted, there is no sharp dividing line between leaders and followers. At one end are the real or natural leaders; at the other, those who are definitely followers, with few if any qualities of leadership. Between these two extremes are those who possess some leadership qualities which should be developed. This type often surpasses expectation, or surprises in the amount of leadership it actually can produce. It must first be taught what leadership is, what qualities it must strive for. Individual conferences are important with this type of leader, for in them the sponsor points out the leadership qualities already well developed, and those on which the leader in training must proceed to work harder. For example, Mary Smith, our officer in question, is very much respected by the student body. She is, however, somewhat timid about giving directions while on traffic duty. The sponsor calls this to her attention in a kindly way, asks her to note the way in which Tom Evans, who works beside her, directs traffic, and suggests to her various phrases which she might use in giving her traffic directions. She is encouraged to put these phrases and sentences into her own words, and then to try out just one of them the following day to study its effect. After gaining confidence from the use of one traffic direction, Mary soon experiments with others, and learns the technique of approach to those who are asked to follow her.

Gladstonians know that a record for good citizenship is necessary before they are admitted to membership on Double S. Their applications must be certified too in this respect by their home room, as a group, by their home room president, as an officer who expects co-operation of them, and by their home room sponsor. Their activity record

cards are examined to determine what other positions of leadership they have held. Their records for attendance and for office-discipline, as well as their citizenship marks (not marks in scholarship) are scanned. Nor are these requirements for membership lost sight of once they are on the squad. A continual check-up of their record is made to make certain that no officer lets his school and class citizenship record slip below the standard.

Upon the basis of their records, applicants for membership on Double S are placed on the reserve list. Over 500 members apply each semester. There are only 175 positions on the squad. The reserve list, therefore, is long, and it gives those who select the members (the president, four captains, and sponsor) a wide choice in the selection.

The organization and the supervision of the squad is the result of much experimentation. Each hall is divided into four traffic units. Each unit has a given number of traffic positions to control. It is directed in this work by its lieutenant and its second lieutenant. The first lieutenant has general control of the unit's traffic and of the officers who work under him. He assigns each officer to a traffic position, trains the officers in the performance of their duties, gives them suggestions on how to improve their work, conveys to them messages from their superior officers (the captains and the sponsor), notifies them of special meetings of the unit, presides over unit meetings, reports at general meetings on the work of the unit, recommends officers for promotion on the squad, and gives to each one of his officers at the end of the semester the credit he is to receive for his work toward his Service Card. He also trains his second lieutenant to succeed him as first lieutenant of the unit the following semester.

The second lieutenant is in charge of attendance. Each period, on his check sheet, he marks each officer of the unit present or absent. At the end of the week, he enters each officer's attendance record card in the activity office. When the lieutenant is absent, he takes over all the duties of the lieutenant. When credit toward the Service Card is given to each officer at the end of the semester, he aids the lieutenant to come to a decision. If his work is efficient and satisfactory in every way, the second lieutenant is promoted to be first lieutenant of the unit.

Each traffic unit has two substitutes at the disposal of the lieutenants. One substitute goes on duty every period and takes the place of any regular who may be absent that period. The other reports in the morning and at noon to see if his services are required due to the absence from

school or the early dismissal of any regular. In this way, no post is left without an officer.

There are four captains on Double S, one for each floor. The captain has charge of the movement of traffic on his floor. He is the liaison officer between the four units on it. He knows in advance, because he has studied his traffic situation, exactly on what days and what periods there is likely to be a traffic jam at a given point in his hall. To this point he goes and aids the lieutenants to direct traffic. This he is qualified to do because he has advanced through all the stages in his training on the squad: from substitute to regular, from regular to second lieutenant, from second lieutenant to first lieutenant, from first lieutenant to captain.

To be effective, training must carry over from one semester to another. It is suicidal for a squad to permit all of its leaders to be in the graduating class. Gladstone, therefore, permits none of her second lieutenants and only half of her first lieutenants and captains to be graduating class members. Thus, the second lieutenants, already trained, step into their new positions as first lieutenants; the four best first lieutenants become captains; the best captain becomes President of the Squad. The decision as to what constitutes "best" rests with a board composed of the President of the School (himself an old Double captain), the President of the Squad, the four captains, and the sponsor. The new corps of second lieutenants is also chosen by this board from the recommendations submitted by the retiring first and second lieutenants and the captains.

Intensive training for the new officers takes place during the last month of each semester. Then it is that the retiring president trains the new president; the retiring captains, the new captains; and so on. Even the new regulars and substitutes are added to the squad at this time, relieving those old members who are about to graduate. Thus, the new ones are trained before the new semester begins, and the graduating class members are freed during their busiest month to think of class day, class play, and graduation.

While this system of training is distinctive with Double S Squad and cannot be used by all our squads, it serves to illustrate the principles and practices which are general in our training of squad officers for civic leadership.

Though one could carry the entire pneumococcus army in his coat pocket, 179,000 of us succumb to its ruthless warfare each year. And enough plague troops to decimate a nation can be carried in the vest pocket.



# Integrating the Home Room Program by Name, Plaque, and Ritual

HELEN DEVAULT WILLIAMS

*Director of Speech Arts, David Hickman High School, Columbia, Missouri*

ON FRIDAY of the first week of school this year Agnes burst into my room saying, "Oh, I'm miserable! I feel all pent up! What shall I do? I haven't a single class where I can express myself!" Memories of the intellectual glow on her face as she had planned answers to challenging speeches, interpreted or written poems, or thought of new ideas for the home room, flashed through my mind. Doubtless as the year goes on Agnes will find outlets, but her outbursts to me is just one illustration of the urge boys and girls have to give expression to ideas.

To that teacher who would stimulate students to think, to plan, to design, and to express their ideas in an original and artistic manner the home room may become a stirring challenge and unusual delight. During the past two years the creative work in my home rooms has turned on rituals, songs, emblems, and plaques. I believe I can make this article clearer by telling exactly how the idea originated and developed, rather than by dealing with general descriptions.

In 1934 my principal bestowed upon me as a home room a group of sophomores whose alertness consisted chiefly in hitting each other with rulers. The cabinet members assured me at the first meeting, when we were talking over possible plans, that we would never be able to get the home room interested. But after much encouragement the cabinet agreed on undertaking a definite project and making a desperate attempt to create a co-operative spirit and friendly atmosphere.

From day to day challenging statements were written on the board, some of which aroused vigorous discussion. "Every man is the architect of his own character," seemed especially provocative of thought, and expression of that thought. The final result was the decision by the group that they were each in a sense a "builder," and they adopted "Builders" as the name of the home room. This seemed especially fitting since they were a sophomore group just starting in Senior High School. I began finding poems and quotations about "building" on my desk, often left there by boys or girls too shy to bring them to me personally. Some one suggested that we should try to find an emblem and motto in keeping with our name. Should

it be a hammer for perseverance, a saw for penetration, or a square for a sense of justice?

While these emblems were under consideration one of the boys came in jubilant spirit, one afternoon, to my apartment. He had with him four beautiful and interesting designs each of which combined the three suggested emblems. The next day these plans were submitted to the home room for a vote, and the one was chosen which had the saw in a horizontal position, the two ends of the square running up perpendicularly in a V-shape, and the hammer in the center.

The "Builders" seemed extremely proud of this emblem. The idea of writing up the meaning was presented—an idea which developed into a ritual. While here and there an extremely practical minded individual may scoff at the idea of a ritual, most people like a degree, at least, of form and ceremony. Many suggestions were received and many accepted until the final production could be called the result of "combined effort." With the president standing in the center front, the cabinet members on either side of him, and the sponsor in the center back, this room stood and recited the following ritual each Wednesday morning at the beginning of the home room period.

## RITUAL

Every man is the architect of his own character. With this thought in mind we may consider ourselves as builders—builders of personalities that shall give us satisfaction and be a benefit to society if we build well.

## CABINET

The symbol for our home room is a saw, a hammer, and a square. The saw stands for penetrating minds which help us see through life's problems, the hammer for perseverance which is essential to real achievement, and the square stands for a sense of justice.

## PRESIDENT

Where may we get instruction in the art of building?

## SECRETARY

We may learn from the great teachers of history and from daily experiences.

## PRESIDENT

Is it possible that during the process of building we may find great enjoyment just as the old frontiersmen made a delightful occesion of the building of their homesteads?



#### MEMBERS

Yes, we are building here in our home room in Hickman High School where we have a friendly, cooperative spirit and good fellowship. It will be a happy time that we shall like to remember.

#### CABINET

Fellowship is life; the lack of it is death.

#### PRESIDENT

Let us pledge ourselves then to loyalty toward our High School and home room, to cooperation with each other, and to the construction of personalities worthy of the sacrifices of those interested in us.

#### MEMBERS

We shall strive each day to see that the houses we are building are stately and strong. Determination and high aim shall be our watchwords.

#### PRESIDENT

What is the motto of our home room?

#### MEMBERS

"If you must hammer, build something."

The same boy who designed the emblem made a beautiful plaque to hang in the home room, and presented it as a gift on the date of their prize night banquet. The background was of light wood in the shape of a shield. Letters cut out of walnut were arranged across the top to spell "Builders," while the emblem, also of walnut, was placed across the center with the home room number and the year at the bottom. The plaque was hung above the toastmaster at this big event of the year, their prize night banquet, while the program opened with the saying of the ritual. The speeches were on "Doors," "Roofs," "Windows," "Foundations," and "Mansions or Bungalows." Indeed, the entire year's work was woven around the name "Builders." This name served to weld together and integrate a group of striking differences. Great satisfaction came to me the next year when I met one of the boys who was telling me of a disappointment, and he said, "Well, anyway, I'm a 'Builder'!"

Last year several home rooms in our high school adopted names and had plaques and ritual. On a tour through these rooms one saw "Pilots," "Explorers," "House Beautiful," (*this name was adopted by the group that had been "Builders" the year before*), "Progressives," "High Flyers," "Shipmates," and "Pioneers." The plaques of the "Pilots" had a wheel painted in gold on a brown walnut shield, while the "Explorers" had one half of the globe artistically mounted on walnut. "House Beautiful" had a cottage of walnut on a light oak background, "Progressives" had students walking up the steps of knowledge to the star of achievement at the top, "High Flyers" had an aeroplane, and the "Shipmates" a handsome large

marine wheel of oak with a ship painted in black in the center.

My room was named "Pioneers." Our plaque, made by one of the boys in his own basement, was a work of art of which he and the entire room were justly proud. Various ones had contributed ideas until the final plan was evolved. They had adopted as their emblem a flare standing for knowledge, an ax for endeavor, and a rifle for confidence. The background of the plaque was a large piece of soft white pine cut in the shape of an ax blade. At the top was our emblem, a flare, crossed by the ax and rifle, and in the lower part was a landscape of walnut, on which was mounted a beautiful covered wagon carved out of pine. Across the bottom which flared out like an ax blade ran the letters spelling "Pioneers."

The secretary of the home room printed the ritual in large letters in India ink on a big cardboard and illustrated it with pastel colors with marginal insets. Pioneers looking westward, desert scenes, cabins, and covered wagon caravans on the plains were the themes of these illustrations. The home room liked this so much that they had it framed and hung in the front of the room near the plaque.

The ritual which is given below, although a bit long, seemed to mean a great deal to the members. Even those students who were most indifferent to other parts of our program joined with gusto in saying the ritual.

#### HOME ROOM MEMBERS

As boys and girls of America  
We salute you, pioneer;  
Who crossed an unknown sea  
To a wilderness strange and drear!

You cleared the age old forests,  
Drove back the savage foe,  
Conquered the raging rivers  
That a new life here might grow.

You pushed civilization westward  
By trails that were narrow and rough;  
You reached the great Mississippi  
But that was not enough.

Across the desert you struggled,  
Mid hunger, thirst, and cold.  
Disease and death tracked your steps  
Snatching hundreds from your fold.

You reached the great Pacific,  
Took possession of western land,  
Gave America an entire continent,  
Where her civilization might expand.

So as boys and girls of America  
We salute you, pioneer;  
This task was nobly done,  
We hail you, pioneer!

#### SECRETARY

'Tis a stirring thought you've brought us  
But not a challenging one,

When the entire continent is taken  
What is there left to be done?

PRESIDENT

That was a physical conquest,  
A foundation for the new pioneer—  
In government, science, society,  
The call we now can hear.

Government brings us a challenge,  
And a selfish business world;  
Science just touches the knowable—  
Still into wars we're hurled.

The best picture may still be unpainted,  
The greatest statesman still unknown—  
The greatest chemist may have new messages  
Opportunity has not gone!

CABINET

Let us take up the pioneer's tools,  
His flare, his ax, his gun;  
Let us forth to new fields of conquest  
Where much remains to be done!

Woods of ignorance we will lighten;  
With the torch of learning e'er bright;  
Barriers we will strike down  
With the ax of endeavor and might!

With rifles of courage and confidence,  
Perseverance and unselfish quest  
We will level the enemies before us,  
Timidity, greed, and the rest.

HOME ROOM MEMBERS

Then let's climb in our covered wagons,  
Never minding rain or dust,  
Let us off to fields unconquered—  
To the land of achievement, we must!

They also liked the following home room song  
which they sang to the tune of Maryland.

HOME ROOM SONG

We're moving forth to lands unknown,  
We're pioneers, we're pioneers,  
We'll find our way, we'll build our home,  
We're pioneers, we're pioneers,  
We have our rifle, axe, and flare,  
The worst of foes we'll ever dare.  
We'll not sit back and fold our hands,  
While there remain unconquered lands.

We'll sing new songs, new truths unfurl,  
We're pioneers, we're pioneers,  
We'll find what's wrong with this old world,  
We're pioneers, we're pioneers.  
The wagon's packed, let's take the trail,  
Our mission's grand, we cannot fail.  
We'll show the world a brand new style  
Of pioneering, mile by mile!

The programs of the room during the year were organized around the theme of pioneering. We studied pioneer days in Missouri and Boone County, and then various students had interviews with men out in town who are doing work of a pioneer nature, and made reports to the room.

I have gone into the detail of giving the actual ritual because I wanted this article to be practical. Too often we hear the charge that the most of the available material on home rooms is impractical. I would not suggest for a moment that every home room should have a name, an emblem, a ritual, or a plaque. Much depends on the group, their interests, and abilities. But I *do* think that when it can be worked out to give a coordinating theme around which to plan, it satisfies an almost universal desire for a touch of ceremony; it gives a dignity to the opening of the home room program; it impresses important truths; and it affords excellent opportunity for creative work. It also stimulates pride in the group, a sense of comradeship, and high endeavor. It cuts into the monotonous hum drum of "Omnis Gallia divisa est"—and "When was the war of 1812?"

Our Director of Guidance, Mr. Fred B. Dixon, says, "The creative work of the home room is difficult to describe. It is the part of the home room work, however, that catches the imagination of students the most—which changes attitudes and gives each member of the group a chance to express himself. When properly handled, a motto, a central theme, a name, a plaque, and a ritual add much to the home room program, even for students in the senior year of high school."

The carrying on of creative home room work requires enthusiasm, tact, patience, and sacrifice, but the cost is not too great. The creation of a home atmosphere for thirty-five boys and girls—a place where they know they will find sympathy and help, a creative living together, is an accomplishment so great that it outweighs the effort. The lasting appreciation and friendship of this group make the sponsor's sacrifice seem negligible. The privilege of being one with boys and girls in such an atmosphere will be coveted by those teachers desirous of rendering worthwhile service. For, according to Dorothy Canfield Fisher "in every courageous and valid human heart a very old power is to be found where it always was, the irresistible power of the will to handle raw material creatively."\*

\*Fisher, Dorothy Canfield. "Family Problems—New and Old," in the Amer-Assoc. of United Women Journal, June, 1935.

### Pictures vs. Words

If you don't believe that one picture is worth a thousand words, try writing a description of a corkscrew.—*Typographic*.

When thou makest presents, let them be of such things as will last long; to the end they may be in some sort immortal, and may frequently refresh the memory of the receiver.—*Fuller*.

# Teacher Aims in Assembly Planning

JERRY J. VINEYARD

*Principal, Junior-Senior High School, Junction City, Kansas*

**EDITOR'S NOTE**—Recently we read an account of Mr. Vineyard's plan to assist his teachers in assembly program production. We believe that the following description, written especially for *School Activities*, will prove helpful.

**F**OR SIX YEARS including 1936-'37 the author has set up an assembly schedule for the entire year before school began and presented it in bulletin form to each teacher when school opened. This bulletin has contained three divisions. Part one has contained standards or criteria for judging a good assembly; part two has presented in tabular form suggested themes and denoted teacher responsibility; part three has consisted of suggested helps from a selected bibliography.

The selected bibliography has been retained on a reserve shelf in the principal's office where it has been readily accessible to teachers. A reserve shelf in the library or elsewhere would be equally as valuable.

The long time program was somewhat inflexible in its first years. This has been overcome by calling special assemblies to meet needs which developed during the school year and by interchanging the scheduled assemblies if conditions merited such change. When other assemblies have been added, the regular weekly assembly in each school has still been held as per schedule. The junior and senior high schools have had separate assemblies each week except for a few types, the pep assemblies and the Lyceum courses being held as joint assemblies.

In addition to our school assemblies, we have a series of seventh grade assemblies, eighth grade assemblies, and ninth grade assemblies. These were added to our assembly schedule at the suggestion of the superintendent of schools so that these junior high people might have more opportunities for development. Each home room presents an assembly for the other students of the grade. Hence, there are as many class assemblies in each grade as there are home rooms.

Industries that are confronted with rush and lax seasons seek procedures to spread their inactivities over longer periods. School administration is in a sense analogous. Principals have adopted the Spring enrollment so schedules may be made out during the summer; sections may be balanced more efficiently, individual attention to the student's needs may be given more time because haste is not required. The school calendar has also been added

to lax season's work as well as the assembly schedule. Of course, the assembly schedule is set up after the calendar is made and is integrated with it.

Some may contend that teacher and student participation are lost in this activity. This is true in a sense, but, in our opinion, the advantages outweigh this loss. Teachers and students still retain opportunities for participation in planning and developing the assigned assemblies. Each teacher and student group have as long a time as they wish to develop the assembly. Hence, the complaint about the lack of time is eliminated. So far as teachers are concerned, they welcome this relief, due to the many duties which fall to them during the school year. The principal also finds that he has fewer demands upon his time under this procedure than he formerly had under other plans. The labor of planning isn't reduced, but the planning is done during the summer when the pressure of school problems is less.

(The school assembly presents educational opportunities which no substitute activities may attain; therefore, it should be carefully planned and executed. Careful consideration should be given to the objectives of each assembly, and the results should not be left to chance but should be the outcome of preparation and thought.) No assembly should assume the proportion of a major performance, however.

Mr. Wagner\* has classified assemblies under five general types: (1) Devotional, (2) Instructional, (3) Entertaining, (4) Aesthetic, (5) Civic. They serve very well in arranging a balanced assembly schedule. He further mentions seven purposes or objectives that may be attained by assembly programs.

- ✓1. Creates unity in the student body.
- ✓2. Is the greatest single force for teaching citizenship.
- ✓3. Explores the interest of the group.
- ✓4. Creates proper public opinion.
- ✓5. Explores the curricular activities of the school.
- ✓6. Develops the pupil's interest in extracurricular activities.
- ✓7. Creates the desire for the best things in music, art and literature.

\*Wagner, M. Channing. *Assembly Programs*. A. S. Barnes & Co., 1930. New York, N. Y.



The second obligation of the school is "to reveal higher types of activities and to make those both desirable and to an extent possible." We accept this statement of Dr. T. H. Briggs as axiomatic and apply it as a standard for our assemblies. The assembly program should elevate the tastes of a majority of students. If the school doesn't develop an appreciation for good music and for wholesome entertainment, for high type programs, many of our students will never develop these attitudes.

In attempting to set up a bulletin which will be concise enough to help the busy teacher and not so long as to be a burden, we have borrowed rather freely from the literature on the subject. From Mr. Wagner's excellent group of standards, we have borrowed freely and adjusted to meet our viewpoint. We could not give credit in detail without some research on the subject. We do not hesitate to commend his entire group to any interested reader. We have presented the following in our bulletin:

1. (Assembly programs should be "interesting, instructive, and inspirational.")

2. (If the objectives of the assembly are to be realized something more than entertainment must be accomplished.) There is no defense of a policy that takes time from hundreds of children unless a definite contribution to student life is made.

3. Either the larger possible number of students will have opportunity to participate or the few talented students will be given opportunity to develop at the expense of the others. More finished productions are obtained by the latter policy but if the school conceives its obligation as that of educating every individual student, it will follow the first plan. (We believe in an education for "All of the children, of all the people," and hence our assemblies should in so far as possible, give opportunity to all.) (Even our policy and practices relative to school plays which are presented to the public follow this principle.)

4. (Most assembly programs should grow out of the class of extracurricular work and in turn motivate and enrich them. In order that all school citizens may cooperate as fully as possible, use class time to plan, criticize, and rehearse such portions of the assembly as yield to this procedure. Not only will this add interest in the production but it will add interest to the regular class work.

5. (Assemblies should not require an excessive amount of preparation and yet must show evidence of careful planning. There should not be much thought given to scenery, etc. Have students use their imagination. No time at all, or at least very little, should be given to the preparation of costumes.) Do not incur expense for the students who participate in assembly programs to pay. If

it is essential that a small expenditure be made, see the principal and probably arrangements can be made to draw on the general fund.

6. "To hit the mark one must aim accurately." The assembly programs should have aims or purposes that are justifiable. Either worthwhile information to impart, ideals to inculcate, proper conduct to exemplify or other worthwhile purposes.

7. The assembly cannot be allowed to "lag" or run over time. Some of them may be intended to give real fun but to do so need not be burlesque, coarse, or the cause of discomfort to individuals singled out for personalities.

8. The assembly offers an opportunity to present information which will help mold student opinion in a proper way. The student public opinion in our school toward scholarship, thrift, etc., needs development.

9. The assembly offers a wonderful opportunity to develop a taste for better things.

10. "Perhaps the greatest objective is that the assembly provides opportunity for growth in case of expression through an audience and a pupil with something to tell or dramatize."

11. Do not put any students on these programs whose very appearance on the stage will produce laughter. We must raise our audience code before we begin to put those students in programs.

12. Prepare each program carefully and submit it in detail to the principal on Friday preceding the date it is to be given.

13. We should welcome patrons and parents to assembly programs. It serves as a method of interesting the public in the educational program of the city. School publicity is important.

#### THE SCHEDULE IN TABULAR FORM

We present, as illustrations, sections from the senior high schedule, the junior high schedule, and the 7th grade assemblies of this year.

#### SENIOR HIGH

Date	Theme
Thurs., Nov. 5.....	Pep Assembly (Pep Club) Teacher—Mr. Callahan
Tues., Nov. 10.....	Lyceum: The Pollard Players Hi-Y & G. R. Sponsors
Fri., Nov. 13.....	Travel Address—European Trip Teacher—Mr. Burch
Fri., Nov. 20.....	Address, Supt. W. A. Wood Teacher—Mr. Vineyard
Wed., Nov. 25.....	Thanksgiving Assembly Senior High Hi-Y; Speaker: Rev. Mervyn E. Moss Teachers—Mr. Schrader & Mr. Nicholson

#### JUNIOR HIGH

Date	Theme
Thurs., Mar. 4.....	Program, Boys Glee Club Teacher—Miss Martin
Mon., Mar. 8.....	Matinee of Jr. H. S. Operetta Teacher—Miss Cunningham
Thurs., Mar. 11.....	Pep Assembly (Pep Club) Teacher—Mr. Callahan
Mon., Mar. 15.....	Lyceum: Max Gilestrap Hi-Y & G. R. Sponsors
Thurs., Mar. 18.....	Spanish & Latin Assembly Teachers—Miss Cunningham & Miss Moles
Wed., Mar. 24.....	Easter Assembly: Junior High G. R. Teachers—Miss Williams & Miss Gagle
Tues., Mar. 30.....	Lyceum: The Kansas Players



# HI-Y & G. R. Sponsors 7th GRADE

Date	Suggested Theme
Wed., Oct. 14.....	Columbus Day (10-12-1492) Teacher—Miss Williams
Wed., Nov. 18.....	Flag Day (June 14) Teacher—Mr. Fletcher
Wed., Feb. 10.....	The Flag Code Teacher—Mr. Rogers
Mon., Jan. 25.....	Customs of Our Neighbors Teacher—Miss Winters
Wed., Mar. 17.....	St. Patrick's Day Teacher—Miss Besack

Four devotional assemblies are held in each school, a total of eight such assemblies, during the school year. These are Thanksgiving, Christmas, Easter, and Mothers' Day assemblies. On these occasions Hi-Y and G. R. clubs are in charge and arrange for a part of the program. A minister of one of the local churches is invited to be present and make a fifteen minute address on the theme under consideration. The principal invites the ministers and has maintained a schedule of these assignments over several years. He distributes the invitations in accord with several policies. They are:

1. Eight ministers are used each year. No minister is used twice.

2. Ministers from the larger churches of the city are invited each year; ministers from the smaller churches are invited about every other year.

3. If a minister is invited to speak to the senior high school one year, he is invited to speak to the junior school the following year, and vice versa.

4. If a minister is invited to present a Christmas theme for one year, he is always invited to speak on a different theme the next year, etc.

5. If any minister appears to be so liberal that he might draw a reaction from the more orthodox folks of the community, he may be assigned to Thanksgiving or Mothers' Day. They offer far less opportunity for his opinions to arouse comment than the Christmas or Easter themes.

In our instructional series, we observe the principle of novelty. They usually follow some general type of classification. For two or three years, we had travel addresses. We are only four miles from the army post, Fort Riley. Each year several officers are there who have recently returned from tours of foreign duty. Hence, we requested the Commandant to assign five officers, each for one of five dates given to him, to speak on the foreign country from which he had lately returned. This was done. They furnished a very interesting phase of our assembly schedules. The officer appeared on each of two consecutive days and gave his talk to the junior high and senior high separately. He was forewarned as to the age group so that he might adjust his vocabulary, etc., to the school to which he was to speak. Several of them had

taken movies of scenes abroad, had made careful preparation, and being on the whole a scholarly type, gave us worthwhile and interesting lectures. We found that younger officers, and particularly those with children, could adjust themselves to the student level more readily than older and higher ranking officers. We transmitted this observation to the Commandant after the first year and his assignments took this fact into consideration in subsequent years.

Last year, we selected about five of our teachers to present this series of instructional assemblies. They proved so valuable that we are repeating the general plan again this year. Our coach has spoken on "What Is New In Sports?"; our journalism teacher had as her subject, "How To Read a Newspaper." Two of our teachers traveled abroad last summer, so each of them will present a travel address. A science teacher will speak on, "What Is New in Science."

Our Pep assemblies are held in the school gymnasium with other assemblies being held in the school auditorium. We want different types of conduct in the two assemblies and think that there will be less "carry over" in this way. Applauding in unison is all very well and good in a pep assembly but indicates rowdiness in an ordinary auditorium situation. Our theory is that the desirable spirit for each may be attained a little easier if not inhibited by the atmosphere of the other.

## TEACHER HELPS

We have listed only a few of the many books which would prove valuable to teachers in furnishing helpful suggestions in preparing for an assembly. As our bibliography is brief, so also our list of assemblies is not extensive; however, the procedure marks an attack on a real problem. The teacher with initiative and training will locate many suggestions in the references and the teacher with little initiative will be lifted from the plane of despair for many ideas will open the way for him or for her.

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## The Popularity of Extra-Curricular Activities in Certain Courses of Study

F. BYRON B. CORY

*Activity Director, Creston High School, Creston, Iowa*

WHERE HIGH SCHOOL subjects are divided into courses what percent of the students take Science, Commercial, English, etc.? Is there a difference in the extra-curricular participation of those taking the various courses? The answers were secured by finding the names and addresses for graduates, then sending or taking a questionnaire to them. Out of the 515 who had graduated from Creston High School 42 were deceased or their addresses or married names could not be found. There were 56.2% of the graduates who returned the questions answered.

The first table shows that the courses offered in Creston for the six years, 1927-1932, were commercial, English, Language, Normal Training and Science. This table shows that the largest percent of graduates completed the English course. Normal training was dropped from the high school curriculum in the spring of 1928, but transferred to the Creston Junior College curriculum at that time. The English course is a general college preparatory course. The Commercial course ranks second probably because it gives a definite preparation for certain types of positions. Graduates from the Commercial course have been in demand in Creston. The Language course

ranks third in popularity. Some colleges during the period studied demanded a large amount of language study for entrance into certain courses. Then to a large extent the old idea that one is not properly educated without mastering some foreign language still persists to a large degree in this locality, although it's popularity has steadily decreased since 1929.

**TABLE ONE**  
Percentage of Graduates Who Completed One of the Courses Offered in Creston H. S.

Course of Study	Class of						6-Yr. Av.
	1927	1928	1929	1930	1931	1932	
Commercial	29.6	25.0	31.6	18.2	22.7	26.4	25.4
English	33.3	25.0	26.3	27.3	40.9	33.9	31.1
Language	11.1	15.6	36.8	34.1	24.2	23.7	24.3
Normal Training	00.0	21.9	0.0	0.0	0.0	0.0	21.9
Science	25.9	12.5	5.3	20.5	12.1	16.9	15.5

Science ranks low in popularity, partly because so few electives were allowed in this particular course, partly because this course was considered difficult, and partly because it is newer and many parents believe it to be a frill.

Table two shows the average member of extra-curricular activities participated in by the students from various departments. We see one outstanding course—language—ranking far above the others. The other courses ranked close to each other. The Normal Training group may be doubtful as

to proper ranking: only one year reporting. The Commercial students, on an average, participate in fewer activities than do the students from any other course.

TABLE TWO

Average Number of Different Extra Curricular Activities Participated in by Graduates Who Were Enrolled in Various Curricula (Sexes combined)

Course of Study	Class of						6-yr. Av.
	1927	1928	1929	1930	1931	1932	
Commercial	5.0	6.5	5.5	4.3	5.3	8.0	5.7
English	5.5	8.3	5.4	6.5	7.5	11.0	7.3
Language	7.0	14.0	12.0	10.0	10.5	9.0	10.4
Normal Training	0.0	6.5	0.0	0.0	0.0	0.0	6.5
Science	8.1	3.0	4.5	6.1	7.7	9.8	6.5

Table three shows us that the students registered in the Language course had a higher average number of one-year units of extra-curricular activity participation than did the graduates of any other course. Language again ranks far above the other courses in this table. Graduates of the English course rank second. The lowest ranking group was Normal Training; but as only one year's report was received, the average does not tell as much as if more years were shown.

TABLE THREE

Average Number of One-Year Units of Extra Curricular Activity Participation Reported by Graduates Who Were Enrolled in One of the Various Curricula

Course of Study	Class of						6-yr. Av.
	1927	1928	1929	1930	1931	1932	
Commercial	10.0	13.6	13.0	8.1	10.7	16.2	11.9
English	16.1	18.1	9.7	10.8	15.3	22.3	15.2
Language	14.0	26.4	21.9	18.7	21.4	19.3	20.3
Normal Training	0.0	9.1	0.0	0.0	0.0	0.0	9.1
Science	15.3	5.7	3.5	13.6	18.1	16.5	12.1

Next to the lowest ranking group was the group of students enrolled in the Commercial course. Both table two and three show us, then, that for the six-year period, graduates from the Commercial course participated in fewer activities, and for a shorter period, than did those from any other course. The reason for this may be explained in part by the fact that students taking commercial subjects need much practice. Much of this practice comes after school which is just at the time when most of the extra-curricular activities are being practiced or held.

The popularity of the courses offered were English, Commercial, Language, Normal Training and Science. We notice a different rank however in the participation of extra-curricular activities of the various groups. The various courses shift so Language is first then following in order we find English, Science, Normal Training, and Commercial last. When the average number of one-year units of extra-curricular activity participation was recorded it is seen that the subjects rank in the following order, Language, English, Science, Commercial, and Normal Training. There are not enough years given to give a true representation of the Normal Training group. In extra-curricular participation the Commercial students invariably ranked lowest. Should not the extra-curricular

program be given more time during school hours so the Commercial people who need much practice may participate more fully? Perhaps due to after-school laboratory sessions we see that those students taking Science as a study do not participate as fully in extra-curricular activities as the other courses. If a student learns things from the extra-curricular activities which are worth while in the economic and social world, would it not be a good step to not only make more of these activities a part of our curriculum which would make them come during the school day, but also give academic credit for a satisfactory knowledge of them?

# Organizing a Publications Staff

BERT POPOWSKI

*A Means of Getting Accurate and Full Information on Every School Activity*

Almost every newspaper and yearbook adviser has run into the problem of organizing a staff that is small enough to be readily managed and large enough to give full coverage on every school activity. Familiarity with the problems and purposes of individual clubs makes for accuracy, it is true, but such familiarity is usually possessed by the prominent members of that organization, and they are too busy to contribute much time to reporting that group's progress.

The 1936 Central High School Arrow Staff of nine members was faced with the problem of accurately collecting the facts and fancies of some 75 different organizations. Lists of officers for each semester, advisers and their contributors, and duties and tasks of each of these groups were to be listed in the Arrow.

Since obviously none of the staff members were familiar enough with the workings of some eight or more organizations, the job was to "farm out" as much of this material as possible. When the facts were assembled by these sub-editors, the editorial blue pencil was brought into play and the copy was whittled down to the proper dimensions and organized in such style that it would pass the OK of the literary adviser.

The OK of the adviser of each activity group was next secured and then the copy was turned over to the printer as ready for its place in the pages of the yearbook.

As a means of creating personal interest and enthusiasm in a large group of such sub-staff members, each such contributor was allowed to use a by-line with the story he turned in. Thus the individual interest in the yearbook was increased



from that of the nine staff members to a group of approximately 75 sub-staff members, all of whom were actuated in doing a first-rate job by the promise that it would get "his name in the yearbook."

This promise of being credited with the authorship of the activity's story made for especial accuracy in listing everything of worth. Interest in the finished yearbook also ran high with many of the sub-staff contributors making appointments with the printing instructor to be on hand when "their story" was being run off on the presses of the school print shop.

The duties of each section editor consisted mainly of editing the material that was turned in, having it neatly retyped, and securing the OK of the literary adviser and that of the group adviser. Since the initial draft of this material was unusually accurate, these duties did not weigh heavily on the editorial board, which was then able to maintain its scholastic standing without undue effort and plan improvements throughout the entire book.

When the book was published, this wide-spread interest paid big dividends in that 50 more books were sold than had been disposed of during the preceding year. The book was named as the best printed yearbook at the South Dakota high school press conference.

This distribution of responsibility made the yearbook staff more truly an editorial board, concerned more with the proper editing and preparation of copy for the yearbook than with the ferretting out of obscure facts.

Responsibility for meeting deadlines for the turning in of copy for certain sections was more widely distributed with the result that the yearbook editor could keep an eye on the copy that was being turned in to the printer and could issue bulletins on the progress of the book to the school newspaper.

Further cooperation and interest was aroused and maintained through timely stories on the work that was being done by various of the sub-editors on their share of the yearbook. These stories appeared not only in the school weekly newspaper, but also in the city daily.

## High School Seniors Take Educational Tours

WALTER WOODS

*Superintendent of Schools, Whitewater, Kansas*

THE 1937 SENIOR CLASS of the Whitewater, Kansas, High School will be the fourth consecutive class to take an educational tour after graduation. These tours have had the enthusiastic support of the school board members.

### THE STATE TOUR

The graduating class of 1934 made and saved enough money for a two-day tour to the state capital and the state university. This tour gave the class the opportunity of visiting Fort Riley at Fort Riley, Kansas; Kansas State College at Manhattan, Kansas; Baker University at Baldwin, Kansas; and Ottawa University at Ottawa, Kansas. The return trip was made through the Flint Hills, a beautiful cattle grazing section in the south central part of the state.

The trip was taken in cars which were driven by one member of the school board, and several teachers, and parents. The one night away from home was spent in Topeka, Kansas, at the Y. W. C. A. and the Y. M. C. A. The trip was voted 100% successful.

The expenses of this trip were financed through giving a play and by eliminating the purchase of senior class rings.

### THE CARLSBAD CAVERN TRIP

The graduating class of 1935 voted at the opening of their senior year to make and save enough money to finance a trip to Carlsbad Caverns, New Mexico; Juarez, Old Mexico; Santa Fe, New Mexico; Colorado Springs, Colorado; and home. This itinerary took twelve days. The entire trip proved to be very educational.

This trip was financed by each senior paying 25c monthly dues, and by their decision not to purchase class rings. A play was given which cleared about \$75.00. An old fashioned box supper was the next project. To help bring in the crowd an old fiddler's contest and a hog calling contest were held. This provided much fun and brought in families which could not have been reached in any other way. The box supper netted \$100.00. At the annual girls' basketball tournament, the class served light lunches, sold pop and ice cream and cleared another \$75.00. The remainder of the fund was raised by selling subscriptions to the Wichita Daily Eagle, a Wichita, Kansas, newspaper, at a very good commission.

This trip was made in a school bus and a camp truck. The camp truck was equipped with sleep-



ing bags, with cots, and with special compartments built on each side for clothes and personal equipment. No suit cases were taken. Two large tents were provided, one for boys and one for girls. Each took his turn in cooking and washing dishes.

Before the class left on its trip, each was given a definite responsibility which he assumed for the entire trip. Some of the special assignments were as follows: doctor, nurse, mechanic, maid, porter, photographer, navigator, bus groom, keeper of the log, messenger, song leader, chapel leader, game leader, biologist, historian, publicity man, light keeper, camp inspector, entertainment leader, tailor, dietician, and others.

Each morning chapel was held before breaking camp. This responsibility was assumed by the Hi-Y and the Girl Reserves. On Sunday a service of worship lasting a full hour was held. The responsibility for these religious activities was voluntarily assumed by the students.

There was no problem of discipline on the whole trip. The class voluntarily voted that there should be no smoking. It was understood that, after fair trial, the executive committee had the power to pay transportation charges home for any student who had committed a serious misdemeanor.

The entire trip cost \$389.00, plus food. The food bill was small because most of the food was donated at the food showers held during graduation week.

For a short trip Carlsbad Caverns is highly recommended. It is one of the most beautiful sights in the United States. It is also worth the extra time and money to cross the line into Juarez across from El Paso, Texas. Every person making this trip came back with a feeling that his home state, Kansas, was a wonderful place in which to live.

#### THE WASHINGTON, D. C.-NEW YORK TOUR

The third trip made by the Whitewater High School seniors was a 4,000 mile trip through the East. The itinerary for this trip included Eastern Kansas; Bagnell Dam, Jefferson City, and St. Louis, in Missouri; Southern Illinois; Louisville, Frankfort, Lexington, and Covington, in Kentucky; Huntington and Charleston in West Virginia; Lexington, Staunton and Shenandoah National Park, in Virginia; Washington, D. C.; Baltimore, Maryland; Philadelphia, Pennsylvania; Camden, Lakehurst, Point Pleasant, and Jersey City, in New Jersey; New York City, Binghamton, Elmira, Buffalo, and Niagara Falls, in New York; Fort Erie, St. Thomas, Leamington, and Windsor, in Canada; Detroit, Coldwater, and Sturgis, in Michigan; South Bend, La Porte, and Valparaiso, in Indiana; Kankakee, Dwight, Bloomington, Lincoln, and Springfield, in Illinois; Hannibal, Macon, Chillicothe, and Kansas City, in

Missouri; Lawrence, Topeka, Manhattan, Marion, and Whitewater, in Kansas.

Beyond question the trip was highly educational. The trip took the party through the flint hills of Kansas, the Ozarks of Missouri, the beautiful blue grass regions of Kentucky, the mountains of West Virginia, and the Shenandoah National Park in Virginia. Five days were spent in Washington, D. C., where the Capitol building was seen and where the students met Senator Arthur Capper and Congressman Jack Houston from Kansas, visited both houses of congress in session, visited the Supreme Court building, the Bureau of Engravings and Printings, the Washington Monument, Lincoln Memorial, the Naval Observatory, Smithsonian Institute, the National Museum, Mount Vernon, Alexandria, Arlington, and the White House. The students had the delightful privilege of visiting with and taking motion pictures of Mrs. Franklin D. Roosevelt. Next the students visited the Liberty Bell at Independence Hall in Philadelphia, the giant hangar for the Von Hindenburg at Lakehurst, swimming and deep sea fishing were enjoyed at Point Pleasant, New Jersey, and a drive was taken through Manhattan Island in New York City. Here the students saw the *Normandie*, Statue of Liberty, the aquarium, Broadway, Big League ball game, Coney Island, Bronx Zoo, Radio City, the Empire State Building, American Museum of Natural History, the Metropolitan Art Museum, Harlem, Columbia University, and seven millions of people. The party then went up through New York state to Niagara Falls, then over into Canada to Windsor and back to Detroit. For the majority of the party it was their first experience of going out of the United States and then getting back through the United States customs. The party stayed all night in one of the Henry Ford's Parks next to the Greenfield Village, then went to Notre Dame at South Bend; Springfield, Illinois, the home and memorial of Abraham Lincoln; next to Kansas City, Missouri, and home through Topeka, the state capital where the students visited the state offices and saw Gov. Alfred M. Landon. All of these places and many others as interesting were visited by the class and faculty. Each city and state added a new thrill.

There were forty-eight in the party—eleven faculty members, two wives of faculty members, two drivers and thirty-three seniors. The trip was made for a total of \$1,350.00. This amount was raised by each senior doing without a ring and paying \$1.00 per month dues. This netted \$297.00. Each faculty member paid \$34.00 which added \$374.00. The student council sponsored a carnival for the senior class trip which added \$250.00. The selling of Wichita Daily Eagles

(a Wichita, Kansas, newspaper) added another \$200.00. Another \$100.00 was raised by the senior boys butchering three large hogs and grinding them into sausage. The girls then put on a waffle and sausage "feed." The other \$129.00 was raised by serving banquets, and putting on plays. Besides this amount raised they also made enough to pay for their caps and gowns and leave a \$45.00 fund to the school as a gift.

The trip was made in two busses, a camp truck, and a trailer kitchen. Part of the nights were spent in school houses, the other nights the party camped out, and slept in tents. All work was detailed so that each took turns in "K. P." and other duties. Each was given a special responsibility as on previous trips.

The faculty and seniors are still enjoying their trip each day as they read the newspapers, magazines, and attend shows. Each bit of news or picture helps recall part of the many wonderful things seen on the trip.

#### THE FACULTY AND SENIOR CLASS TOUR OF 1937

The Whitewater faculty and seniors, in fact, the school and community now have the travel fever. The senior trip idea is no longer in the experimental stage. The entire community is interested in supporting the project which of course, made the financing of the trip less of a problem.

The budget for the 1937 trip is \$1,350.00. This amount was raised by Christmas. The class has pledged \$315.00 which is thirty-five seniors at \$9.00 dues each. The faculty has pledged \$396.00 which is eleven teachers at \$36.00 dues each. The sale of Wichita Daily Eagles has already netted over \$200.00, the sale of magazines for the Curtis Publications having already brought in about \$40.00. The carnival idea seems to be the best money maker. The student council, through good organization, took in 9,600 nickels, or \$480.00 in one evening. This will net about \$380.00 for the trip. This totals \$1,331.00 with other money in sight.

The itinerary for the 1937 trip will be New York City, then south to Philadelphia, Pa.; Washington, D. C.; Raleigh, N. C.; Columbia, S. C.; Atlanta, Ga.; Chattanooga, Tenn.; Memphis, Tenn.; Little Rock, Ark.; Tulsa, Okla.; and back to Whitewater, Kansas.

There are so many ways in which the senior trip idea is worth while that it is not possible to mention more than a few. First, it changes the attitude of the entire school. The students want to graduate so they may make the trip. A worth while trip is substituted for the usual high school senior "sneak day." Enrollment is built up thus increasing the amount of tax money the school district receives from the Barnes County Tuition Fund. The Social Studies, Biology, Geography,

and Agriculture are vitalized. A livelier interest is taken in world affairs.

In fact, we feel that all the fundamental objectives of education are put in force so that the child is prepared to do better the things he would do anyway.

## A History Via Stamp Club

WILLIAM P. COOPER

*History Department*

*Barton High School, Barton, Maryland*

During the month of August, 1934, while looking around for some ways to improve my method in the teaching of history, the idea of collecting postage stamps was placed before me. After an investigation I was surprised to learn that there were stamps commemorating nearly every important event in history, science, commerce, and industry. Upon further inquiry, I found these stamps to be copies of pictures created by the best artists of the world during the period in which the event took place. I could not see how collecting and studying miniature pictures of great events could help but interest pupils, and help create the much needed pupil activity, besides being worthwhile as a hobby and investment for boys and girls of this changing age.

In the fall of that same year I began a stamp club with a membership of eight boys and girls out of a possibility of one hundred.

The small community in which I teach is in the soft coal region of western Maryland and is naturally composed of miners who work harder and under more risk for their proportionate small wage than any other group of people I know, so one could not expect their children to have much extra cash for the purchase of stamps.

Notwithstanding this fact, the club now has a membership of thirty pupils. Together they have purchased more than \$1,000 worth of stamps. Therefore, I feel that stamp collecting among high school pupils has great possibilities—first, as an educational aid; and, second, as a hobby which will help solve the current problems of worthy use of "leisure time."

Teachers everywhere are aware of the need of more pupil interest, pupil activity and visual education in the schools of today. Stamp collecting will help supply these vital needs.

Consider, for example, just one set of sixteen United States stamps out of the many odd commemorative stamps of the world. Most people have at some time or other studied the discovery of America by Columbus. In 1893, the Post Office Department placed on sale a new series of stamps

*(Continued on page 261)*

# An Electric Basket Ball Score Board As A Club Project

JOHN SURAK AND FLOYD RABEHL

*Cudahy High School, Cudahy, Wisconsin*

THE CUDAHY High School patterns its student council elections after the state system.

Various organizations in school sponsor political parties which vie for control of the council. Two years ago the Phy-By-Chy party, jointly sponsored by the Nature and Science Clubs, gained control of the council. One of the planks in its pre-election platform was the securing of an electric basket ball score board to be permanently installed in the gymnasium.

The club studied the advertisements of many of the popular boards and found the prices of all of them beyond their ability to pay, so they decided to construct an electric basket ball score board as a club project. The two sponsors were placed in charge and told to choose the most capable boys for helpers.

The sponsors spent much time in developing and designing a board that would be economical and comparatively simple to construct and operate. The most practical and fool proof idea for our purposes seemed to be one where the scores were formed by lighting different combinations of lights to produce numbers. It was also thought best to use standard seven and one half watt, one hundred ten volt light bulbs for the formation of the numbers. In estimating the cost it was found to be in excess of funds available to the Science Club. The project was placed before the principal, and he enthusiastically indorsed it and promised financial aid from other sources.

The score board is seven and one half feet long, four feet high, and one foot deep with an arched top. In the center of the board are two metal panels each twenty-five inches long and twenty inches high, containing ninety light sockets per panel, making it possible to produce scores up to nine for each the home and visiting team. Above the metal panels are nine pieces of frosted glass, the dimensions of which are four by three and one half inches, with numbers from one half to eight painted on, to indicate the number of minutes left to play. A seven and one half watt light, located behind each glass, when lit indicates the number of minutes left in the quarter. Below the metal panels and centered on the board are four similar frosted glass plates with numbers

from one to four. A light lit behind any one of these indicates the quarter.

One boy interested in woodwork built the entire framework for the board and made a large plywood veneer panel for the front. Another boy was assigned the job of drilling the ninety holes



in each of the two metal panels so that regular theatrical sign light sockets could be inserted. An electrically minded boy wired all the light sockets in the panels, into groups so that numbers could be formed, according to the plans developed by the sponsors. A similar procedure was followed for the quarters and minutes to play. Since the board was to be suspended on one of the end walls of the gymnasium above the balcony, it was necessary to develop a means of operating it by remote control from the score keeper's desk. A couple of boys were assigned the project of constructing a one hundred and ten foot cable of ninety wires, and inserting it into a rain pipe which was later fastened to the wall and on the under side of the balcony. This cable connects the score board to the plug-in receptacles which are located near the scorer's desk. A portable



control board having a sloping top was constructed in the form of a small table, three feet long, one and one half feet wide, and two and one half feet high. Each light panel is manipulated by two controls, one for the digets and one for the tens. A fifteen foot cable of 90 wires is used to connect the control board to the master cable receptacles. A small separate switch box that plugs (by means of a cable) into the main control board was made to operate the minutes and quarters. This was done because the sponsors felt that the time should

be recorded by the official timer and should be independent of the score keeper.

After the board was erected and tested it was found that red lights looked best for the score panels. It was also found necessary to put a shield over each of the light bulbs to prevent reflection from dark bulbs when any particular number was formed.

The board was finished for the last two games of the 1936 basket ball season, and was very enthusiastically received by the student body and the many visitors.

## An Activity Point System in Operation

ROBERT P. WRAY

*Crafton Public Schools, Crafton, Pa.*

**O**RIGINATING in the school year 1932-1933 and experiencing an evolutionary development under the sponsorship of the student council in which responsibility for its administration is vested, the point system at the Crafton (Pennsylvania) High School now admits of description.

Near the close of each semester a mimeographed sheet giving objectives, directions, and a schedule of activities and the point rating of each, is posted in the homerooms at the same time that the individual record cards are distributed to the students. A careful examination of these materials which are reproduced here will give the reader a detailed insight into the actual operations. After the students have had their participation in the various activities certified by the sponsors, the record cards are returned to the homeroom presidents and thence to the point system committee which is directly responsible to the president of the student council. In a few days an activity award is presented to each student who has met the prescribed standard. This standard is approximately fifty points. Minor shifts are made from time to time in order to limit the number of awards to about twenty per cent of the graduating class, even though some of this group may have received their recognition in an earlier year. The award being used is a five-inch, felt, block-type, blue "C" on a gold background with a small "A" (activities) on the bottom of the "C".

**OBJECTIVES**—1. To encourage and recognize participation in activities by awarding an "activity letter" and keeping a permanent record of all student activities.

2. To prevent over-loading individual students and so "pass the jobs around" more by limiting

each student, without special permission of the student council, to a total concurrently carried "point load" of fifteen points

**DIRECTIONS**—1. Each student is responsible for the correct checking of his record by himself and the teachers. Activity records will be filed as part of your permanent record after graduation so that colleges, prospective employers, and others may inspect them if they wish. The Ginkgo staff will use these records when formulating the senior "write-ups." It should be noted that your record includes athletic activities regardless of whether an athletic letter was or was not received. (See note regarding athletics on the schedule of activities and point ratings.)

2. Check the records for the present semester only and return them to the homeroom presidents. To secure credit for participation in "miscellaneous" activities, present a petition signed by yourself and the faculty sponsors of the activities. Attach these petitions to your record cards. Students who have transferred from other schools should fill in their activities under the proper year and semester. Attach a petition signed by yourself asking that the point system committee certify your participation.

3. The schedule of activities and point ratings is given below. Carry your record cards with you to your classes and have the teachers certify your participation in the activities by initialing in the column designated "spon." (sponsor.) If you do not meet the sponsors of some of your activities in your regular classes, take the cards to those sponsors during the eighth period. (Sponsors who are not in the building the first day may be interviewed the following day.)

<i>Activity</i>	<i>Points</i>
<b>1. LITERARY:</b>	
Yearbook (Ginkgo)	
Editor-in-chief .....	12
Editors .....	8
Assistant Editors .....	5
Managers .....	8
Assistants .....	5
Treasurer .....	5





# An Elementary School Tumbling Meet

RUTH M. LUTHER

*Supervisor Physical Education Public Schools, Huntington, Indiana*

**T**UMBLING may be considered an important part of the physical education program, especially in the grades. It possesses much value in teaching muscular alertness, balance, and coordination, which in turn should increase deftness in other physical activities. It is an event around which extra-curricular gymnastic programs may be built: (i.e.) stunts, pyramids, clown dances, circus projects.

Tumbling may be used constantly throughout the school year, in arranging short programs for numerous occasions, because of the many variations which are possible. To teach tumbling properly to beginners, it is necessary that the children be instructed in various fundamental exercises. The landing from all tumbling exercises should be followed by bounding or springing movements from the floor. This creates a sense of buoyancy and gives life to the exercise.

A few years ago a great deal of interest and enthusiasm was shown among our grade school youngsters in tumbling. Especially was this true in the fifth and sixth grades. We decided to have a tumbling meet, letting all children enter who wished to, not only the fifth and sixth but including the seventh and eighth grade boys and girls. Our idea was not to have only a select few, but that all who wanted to enter might do so and have the fun of tumbling with other boys and girls of their own age.

We soon learned, however, that so many wanted to take part that it would be impossible to score all children one evening. We finally had preliminary meets in each building and limited the number of entries for the final night. We allowed 20 entries, (10 boys and 10 girls) from both the fifth and sixth grades and 10 each (5 boys and 5 girls) to represent the seventh and eighth grades in each building. Since we have four buildings, there would be 80 competing from the fifth, 80 from the sixth, 40 from the 7th and also 40 from the eighth grades.

Tumbling was used in classes during the six weeks preceding the meet. Interest was keen, skill and technique in elementary tumbling was taught, and good form was stressed. Tumbling meets were held in the gym classes, with all pupils taking part and each child graded. The pupils were taught to recognize good form and skill in

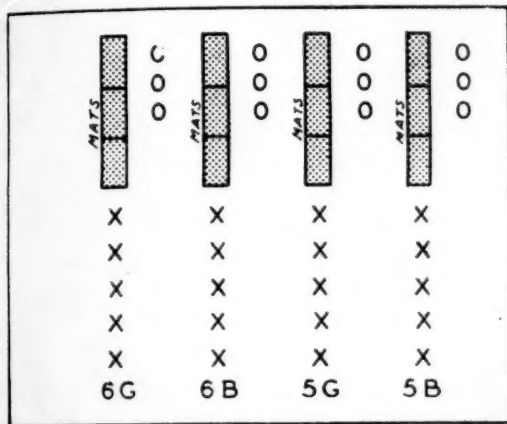
performing and applauded those who did outstanding work. We encouraged pupils to participate and practice all events. Many would work out original stunts. Those who progressed rapidly were taught more difficult stunts and tumbling events.

Teaching instructions for the eight events which we used were sent out as follows:

1. Three successive forward rolls. (Place hands on mat, roll forward three times, doubling body up close, and finish in erect standing position.)
2. Three successive forward rolls, hands on ankles. (Same as above except hands should be on ankles during rolls. Finish standing erect.)
3. Three successive forward rolls without hands. (Arms sideward.)
4. Three backward rolls. (Sit down quickly and as the roll backward is started, swing the hands backward to the mat. Keep body doubled up close.)
5. Over mat and forward roll. (Roll up one mat tightly. From standing position or with run, place hands in front of rolled mat. Go over mat with quick roll and follow with forward roll. Finish erect.)
6. Dive over two people. (Extra points may be given for each additional person to five. Diving may be done from a running position. Two persons will get down on hands and knees while others dive over them. Diving takes practice to do it properly without injury. The combined impact of the body weight and forward action must be taken up by use of the arms and hands. This is done by extending the arms forward, and as they come in contact with the floor, bending down quickly, ducking the head in such a manner that the extreme back of the head comes in contact with the mat. This causes the body to roll down the full surface of the neck and back, rolling to the feet.)
7. Head stand. (Place the hands on the mat about eighteen inches apart and with the fingers forward and spread. The forepart of the head, not the top, should be placed on the mat. Throw the feet up for balance, keeping them together and pointed.)
8. Cart wheel. (The cart wheel may be done

with either the left or right hand leading. Strike leading hand to the floor, followed by the other hand, then one foot followed by the other. The head should be *well back* and the chest out, with hands and feet apart. This also takes considerable practice, but the children love to turn cart wheels.)

The equipment for the tumbling meet was arranged so that four different groups could be tumbling at one time. Each group had a set of three judges. Women officiated for the girls' events and men for the boys' events. The floor plan was arranged as shown by the chart.



Mats: (O) judges; (X) contestants; (5B) 5th grade boys; (5G) 5th grade girls; (6B) 6th grade boys; (6G) 6th grade girls.

It was an interesting event for all the children and operators. Two hundred forty boys and girls took part in the tumbling meet. All the events, with each boy and girl graded, were completed in about two hours. The scoring was done on a basis of five points. After the tumbling was finished, the different schools, using 20 to 30 children, each made one pyramid, while the three judges of the groups added the total number of points for each child in their division. The scores of the winners were announced and the ribbons awarded immediately.

## A History Via Stamp Club

(Continued from page 256)

to commemorate the 400th anniversary of the Columbus expedition and to advertise the World's Fair in Chicago. Any boy or girl who collects stamps will have in his possession some of these. Properly arranged in his album, they will quickly present to his or her mind a vivid picture of this historical event. I might suggest the following arrangement for fourteen stamps of this issue.

30c—Columbus at LaRabida.

5c—Columbus Soliciting Aid of Isabella.

50c—Recall of Columbus.

\$1.00—Isabella Pledging Her Jewels.

3c—Flagship of Columbus.

4c—Fleet of Columbus.

1c—Columbus in Sight of Land.

2c—Landing of Columbus.

6c—Columbus Welcomed at Barcelona.

10c—Columbus Presenting Natives.

15c—Columbus Announcing His Discovery.

\$2.00—Columbus in Chains.

\$3.00—Columbus Describing Third Voyage.

8c—Columbus Restored to Favor.

This is only one group of the hundreds of stamps which might be used to interest pupils in American History. The delicate colored picture messages portraying the discovery of America are sure to stimulate the pupils to further study. With practically every important event in the world commemorated in stamps and more new commemorative stamps being issued every month, it seems to me there is a great opportunity to make the past live again in the minds of boys and girls.

I have found that pupil activity can be stimulated greatly simply by passing out a few commemorative stamps on the lesson. Immediately they become interested in the details in a way with which lectures and assignments out of textbooks cannot be compared. Knowledge gained in this way is not acquired as dead material but as a situation in which he actually takes a part.

Stamp collecting among pupils also contributes in the field of visual education, so necessary in the minds of all prominent educators. One can see, pictured on the commemorative stamp issues of this country, most of the important events, from the discovery of America to the inauguration of the recent Trans-Pacific air mail route. A commemorative stamp album holds a permanent visual reminder of events and personalities which have shaped our destinies.

This teaching aid need not be used in the classroom. It can be used to supplement the work of the classroom. I mean by this, the organization of school stamp clubs as an extra-curricular activity under the guidance of an interested teacher. In this way the regular method of the classroom need not be changed and yet much interest would be caused.

Better teaching is certain to result if interest and enjoyment are parallel. The idea of a club affords more or less enjoyment, and the interest aroused is amazing.

## Freedom

"I must have liberty

Withal as large a charter as the wind,  
To blow on whom I please."

—Shakespeare.



# Beyond the Magic Gates

R. J. GALE

547 HAYES STREET, San Francisco, California

ONE OF THE objectives sought in the preparation of "Beyond the Magic Gates" was to furnish an incentive to the study and appreciation of poetry, particularly the poetry which we encourage children to memorize in the elementary and junior high school grades.

The idea of the play is extremely simple and easily adaptable to local needs and limitations. It can be used again and again by changing the poems, using a different song in the second scene, and re-arranging the dances. Thus it will not lose its appeal nor its power of motivating poetry even though the same audience sees it more than once.

Little effort is required in the preparation of costumes, and practically none in the settings. Indeed, keeping both costumes and stage sets as free from elaboration as possible will be found to be a distinct advantage to the presentation of the play.

There is one factor which "Beyond the Silent Gates" cannot do without, however, and that is clear and expressive delivery of the lines and poems. It is naturally axiomatic that the less effort made in costuming and scenery, the greater the dependence on the speech of the actors. Plays of this type have no action, no characterization, and no plot. They depend almost entirely on the beautiful effect they achieve through their appeal to the ears of the auditors.

In a play where so much poetry is recited, the sing-song effect which many children adopt in repeating or reading poetry would be fatal. Much attention should be given to helping children speak with expression, to raise and lower their voices so that monotony may be avoided, and to put a feeling of emotional sincerity into their recitations.

"Beyond the Magic Gates" will prove satisfactory when used alone, as a unit of an assembly program, or as a prologue to another play.

## BEYOND THE MAGIC GATES

*Time:* The present.

*Place:* The Castle of Poetry in the Land of Make-Believe.

*Setting:* All three scenes are played against plain back and side drops.

## SCENE ONE

(Two guards, each with round shield and staff, are seen at center, guarding the Magic Gates.

Three children appear at right. If there is fore-stage, play this scene on it; if not, it may be played just in front of the curtains.)

*First Child:* What massive gates are these?

*Second Child:* What lies beyond the mighty, frowning wall?

*Third Child:* Whatever it may be, I'm sure it must be interesting.

*First Child:* Suppose we try to enter.

*Second Child:* That would be fun!

*Third Child:* Let us draw nearer.

*First Guard:* Stand back!

*Second Guard:* You may not enter here!

*First Child:* What lies beyond these gates you guard so closely?

*First Guard:* A beautiful land!

*Second Guard:* A magic land!

*First Guard:* A land where a lovely fairy sings!

*Second Guard:* Where the very trees dance for joy!

*Second Child:* Oh, how wonderful! Is there no way we might enter?

*First Guard:* There is a way.

*Third Child:* Is it a tunnel under the wall?

*Second Guard:* No, it is not a tunnel.

*First Child:* Is it a ladder with which we might climb over the wall?

*First Guard:* No, it is not a ladder which will enable you to enter.

*Second Guard:* (Confidentially, for he has a weakness for children) I really shouldn't tell you, you know, but it is a pass, rather than a way.

*First Guard:* (Who doesn't wish to suffer in the children's estimation) A pass—he pauses)—word!

*Second Child:* A password! Oh, do tell us what it is, that we may enter and explore the magic land beyond the wall!

*Second Guard:* The password is—MEMORY.

*Third Child:* Memory! Why what do you mean?

*First Guard:* If you would enter the magic land of poetry, you must be able to quote from some great poet or poem.

*First Child:* Oh, I know what you mean! The memory selections we learn in school! I know many of them. May I say one for you?

*Second Guard:* Of course, and if it is a worthwhile quotation, we shall admit you.

*First Child:* My selection is "To a Little Girl," by Charles Kingsley. (Recites the poem.)

*First Guard:* Fine! Fine! You have passed the test.

*Second Child:* Please let me try, too.

*Second Guard:* Surely. What is your quotation?

*Second Child:* It is by William Wordsworth. (Recites "My Heart Leaps Up," etc.)

*First Guard:* That is splendid! We shall surely admit you.

*Third Child:* And may I have a chance, too?

*Second Guard:* Every child may have a chance to pass the test and give the password which will open the magic gates for him.

*Third Child:* I shall quote from a poem by Alice Carey, which was a favorite with children who lived when our grandmothers were little girls. (Recites "True worth is in being, not seeming," etc.)

*First Guard:* All three of you have given the password.

*Second Guard:* And now you may enter the magic land of poetry.

(The Guards hold the curtains apart and the Children pass through, followed by the Guards.)

#### SCENE TWO

A raised platform is at left extending diagonally across the stage. The Singer, gowned in white, is standing on it as the curtain opens. A soft white light plays upon her. The Four Dancers are standing in a group, close together, holding the branches of trees, preferably oak. As the Singer begins her song, "Trees," by Joyce Kilmer, published by G. Schirmer and Co., N. Y., they interpret the words by lifting or lowering the branches. There are but three movements in this dance, other than those of the arms with the branches, and they are as follows:

1—As the curtains open and the song begins, the Dancers are close together with the branches held before their faces, one facing the audience, one facing toward right wings, one toward left wings, and one toward curtains at back. Their first movement is to take three or four steps forward, then back to original positions.

2—The second movement is a repetition of the first with the addition that all kneel, and bend completely over, letting the branches sweep the ground, then rise and take enough steps backward to regain their original positions.

3—In the third movement, they again all move forward and take enough steps to right to make a complete circle, arriving back at positions held when movement to right began. They then move backward to original positions occupied when the curtains opened. The song and dance should end simultaneously. With the final words of the song and movements of the dance, the lights should grow gradually dim.

#### SCENE THREE

The Announcers and the Reciters are grouped on a raised platform placed diagonally across stage at left as in Scene Two. They are simply draped in white relieved with pastel shades, and a soft light plays on them. The Announcers are standing and the Reciters kneeling or sitting below them. Both Announcers and Reciters hold their positions until the end of the scene. The Dancer, symbolizing the Spirit of Poetry, is kneeling at right. Her position should be such that she can hold it without difficulty until the movement for her dance arrives.

*Voice-off-Stage:* We are now in the Castle of Poetry, where we pay homage to some of the great poets whose verse has enriched and ennobled life.

*First Announcer:* Some of the world's greatest poetry teaches a lesson. Such a poem is Henry Wadsworth Longfellow's "The Arrow and the Song."

*First Reciter:* (Recites the poem.)

*Second Announcer:* Some poetry enters the hearts of men and women and instills a feeling of sympathy for all God's creatures. Hear now, "The Snare," by James Stephens.

*Second Reciter:* (Recites the poem.)

*Third Announcer:* In a poem such as Henry van Dyke's "Work," we can learn the importance of the common, everyday things of life.

*Third Reciter:* (Recites the poem, "Work.")

*Fourth Announcer:* The splendor of the earth, and its trees, cliffs, rocks, and flowers, can be shown us in such a poem as Edna St. Vincent Millay's "God's World."

*Fourth Reciter:* (Recites the poem.)

*Fifth Announcer:* We love some poetry for the music in it. Alfred Tennyson's "Break, Break, Break," is such a poem.

*Fifth Reciter:* (Recites the poem.)

*Sixth Announcer:* And finally, through such a poem as Henry Wadsworth Longfellow's "The Arsenal at Springfield," we can learn the futility of war. Hear a verse of this poem:

*Sixth Reciter:*

"Were half the power that fills the world with terror,  
Were half the wealth bestowed on camps and courts,  
Given to redeem the human mind from error,  
There were no need of arsenals or forts."

*Off-Stage Voice:* (As Dancer begins to move.) Poetry is beauty caught in rhyme. (These words are intoned slowly and distinctly, with much dignity.)

The DANCER begins to move at the sound of his voice. She has been kneeling at right in a position which has not been too difficult for her to

hold during the speeches of the Announcers and Reciters. With swaying movements she rises to her feet with arms outstretched, and as the speaker continues, she moves and sways in the rhythm of a simple interpretative dance.

*Off-Stage Voice:* Poetry is movement, set to the music of rhythm.

*(The Dancer moves about the stage in a continuation of her dance.)*

*Off-Stage Voice:* Poetry is the essence of all lovely and splendid things.

*(The Dancer completes her dance and takes her position at right where we first saw her. During the last speech the lights slowly grow dim until the stage is almost in darkness as the curtains close.)*

## American Junior Olympic Meet

RAY HANSON

*Director of Physical Education and Athletics,  
State Teachers College, Macomb, Illinois*

Track athletics has been sadly neglected, especially in the elementary schools, and with that in mind the Macomb Rotary Club in cooperation with the elementary schools in Macomb, Illinois, has built up the junior olympics. This is a part of the boys' work in Rotary.

The running game is as old as man himself. From the first he had to take to heel to escape a more powerful enemy. From the time he graduates from the toddling stage every boy or girl enjoyed matching his speed afoot with that of rivals. We have often been asked, "Why does track athletics have such a hard time in our elementary schools?" Simply because it has not been promoted, and we believe that the Macomb Rotary Club has done a worthwhile piece of work in promoting track in this section of the country.

A date is set for the first week in May, and this is looked forward to during the months of February, March, and April. Boys in the grade schools lay their plans accordingly, with the hope that they will be able to win a first, second, or third place in the junior olympics. Teachers in the city schools and rural schools promote this meet. Furthermore, parents of the boys have also become interested; as a result, when the meet is run off, we have approximately five hundred participants, with another five hundred looking on.

Judges, starters, announcers, and chairmen of each event are all selected from the Rotary Club; in fact, Rotarians start the meet and run it, with the aid of a few men from the physical education department at Western Illinois State Teachers

College. The junior olympic starts at nine in the morning and it is completed by twelve at noon. If Rotarians were not in charge, this meet could be carried on in the afternoon instead of in the morning.

The rules of the meet are as follows:

Events: 25 yd. dash; 50 yr. dash; 75 yd. dash; standing broad jump; running broad jump; high jump.

Contestants are placed in groups according to their ages, as follows: (1) ages 8 and 9; (2) ages 10 and 11; (3) ages 12 and 13.

In case of a tie, the event is repeated, with only the tying contestants competing. Under no circumstances does the toss of a coin decide a winner.

The Rotary Club awards medals to winners of 1st, 2nd, and 3rd places in each event; also a silver loving cup to the schools winning the greatest number of points, one cup for rural school and one cup for city schools. First place counts 3 points, 2nd place 2 points, 3rd place 1 point.

Red cards are given to group one entrees, ages 8 and 9 years; white cards for group two entrees, ages 10 and 11 years; blue cards for group three, ages 12 and 13. All cards must be filled out and properly signed by teachers and given to students the day before the event. No entree cards are issued at athletic field. If cards are lost, duplicate cards cannot be issued.

The pupils must be in sound physical condition.

No boy is allowed to compete in more than one running event and one field event.

At first call for events, the boy turns in his entree card and receives an identification card the same color. This must be done one-half hour before the events start. The rules are not stringent but are enforced so that the big program can be handled without delay and awards made fairly. If the contestants so desire, they may use locker rooms for dressing and showers.

TENTH ANNUAL  
JUNIOR OLYMPIC  
AGE 8 AND 9  
ENTREE, MAY 7, 1936

Name.....  
Age.....  
School.....

INSTRUCTIONS: Fill in complete and give this card to the boys taking part in this Tenth Annual Junior Olympic.

Red Card: ages eight and nine.

White Card: ages ten and eleven.

Blue Card: ages twelve and thirteen.

Medals which are given are gold, silver, and bronze. This olympic has been run every year



for the past ten years, and it has grown by leaps and bounds each year until now it is a very important part of this community. It is not limited to the county, but draws from outside of the county—just so the boy is within the proper age limits. Girls are also brought in during the junior olympic, and they are turned over to the women's physical education department of the college and given badge tests. The college band furnishes the music, and in the afternoon the boys and girls are invited to a college baseball game between Western State and some other outstanding college team of this section.

### Copybooks and Crime

General admiration has gone out to the G-Men of the U. S. Department of Justice. Several years ago when gangster bands had America's teeth chattering with fright, it was J. Edgar Hoover's men who finally rubbed them out. The G-Men are now considered our Scotland Yard. From the pursuit and investigation of criminals and the lives and incidents which led up to their terrible careers, no doubt much can be learned. In a recent talk at the Chicago Boys' Clubs Dinner, Mr. Hoover spoke on "Youth and Crime," pointing out how youth gets enmeshed in criminal careers and what influences should be set up as deterrents. He charged the common schools with the responsibility of inculcating respect for law. There is one exhortation with which educators will take issue. Said Mr. Hoover:

There was a time in those old days at which so many of the parents of the present time are wont to sneer, when a boy or girl sat at his desk after school, writing upon a copybook the old maxim that "Honesty is the best policy." Perhaps it seemed a futile gesture but, as dripping water wears away a stone, so did that old maxim, written and re-written, pound itself into the subconscious brain until a boy or girl said naturally to himself, "Honesty is the best policy." It was his bulwark when some tempter came beside him; it was his assistant; a strong right arm about his shoulders when someone suggested the commission of a theft. Instinctively, that old copybook maxim would arise in time of need. There would be the stirrings of warning from the subconscious—"Don't do this. Don't make an idiot of yourself. Honesty is the best policy."

Those who have studied character education do not place as much confidence in the effectiveness of teaching by maxim. Abstract statements can hardly be considered "bulwarks" against the "tempter." Experimentation in character as published in contemporary literature indicates that conduct is conditioned by experience in making choices; that students develop their moral fibre

and resistance by the opportunity to choose their own courses; that wide opportunity in social groups has great disciplinary value in determining conduct. It is granted that errors may be made but all human endeavor has its elements of waste. At least, so our educators believe, a program of activity, group life and responsibility has more promise of guidance than repetition of adages or proverbs. The latter method was tried and it didn't get the desired results.—*Editorial in Wisconsin Journal of Education.*

### Are You a Boss or a Leader?

In *The Community Handbook* issued by The Progressive Farmer there is one article of great practical value for any teacher or community worker. It is an article pointing out the difference between bosses and leaders, as follows:

1. The boss drives his men; the leader coaches them.
2. The boss depends upon authority; the leader on good will.
3. The boss inspires fear; the leader inspires enthusiasm.
4. The boss says "I"; the leader says "We."
5. The boss assigns the tasks; the leader sets the pace.
6. The boss says "Get here on time"; the leader gets there ahead of time.
7. The boss fixes the blame for the breakdown; the leader fixes the breakdown.
8. The boss knows how it is done; the leader shows how.
9. The boss makes work a drudgery; the leader makes it a game.
10. The boss says "Go"; the leader says "Let's go."

And to the ten points that distinguish a leader from a boss, we would add an eleventh as follows:

11. The boss "knows it all"; the leader always welcomes and encourages suggestions for progress and improvement.—*Exchange.*

"As is the teacher, so is the school." So wrote the protagonists of free, public education a century ago; so wrote Victor Cousin and Horace Mann in advocating the establishment of state-supported teacher training institutions. This quotation still remains essentially true.

—*Editorial in New York State Education.*

A thankful heart is not only the greatest virtue, but the parent of all the other virtues.

—*Cicero.*

All science has one aim, namely, to find a theory of Nature.—*R. W. Emerson.*

## Female Equality

Because the women of our parent's generation wanted to be on an equal stand with men, the young girls and women of today are bearing the brunt of their experiment.

Today women don't enjoy the more desirable privileges which the men enjoy, but they do have to take the obnoxious things which occur when men treat them as so-called equals. The women today aren't allowed to know the courtesy of men that their mothers knew. Men no longer hold heavy doors open for women, they no longer offer them seats in crowded street cars, and they no longer treat women as persons to be looked up to and admired.

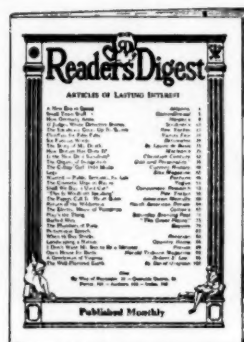
In spite of their modern exterior, the majority of today's womanhood would really enjoy and appreciate a few chivalrous gestures from the male sex. They regret the deeds of the past generation which made them "equal" with men, and would actually like once more to be regarded as something rare and precious.—The Oklahoma Daily.

"That's the bunk," replies Mr. Average Individual when asked if he believes in telepathy, immediately associating it with table tipping, astrology, witches, and other clap-trap of diseased and ignoramoured minds. Maybe you feel the same way about it. Maybe not. In any case read "The Nature of Telepathy," by Ernest Hunter Wright, *Harper's* for November and December, and try to explain some of the amazing and eerie happenings of the experiments being conducted at Duke University.

Maybe you can qualify as a parent; probably can as a teacher; and perhaps as both. Hence, you will be interested in Pat O'Dee's, "You and Your Child's Teacher"—the first feature in *Parents' Magazine* for January.

A two-bureauced "Department of Streets and Public Improvements" in a student council? For what types of activities would it be responsible? A somewhat unusual type of council organization, consisting of five Departments and nine Bureaus, is described by A. L. Thomasson under the title, "Pupil Government of Champaign Junior High," in the *Clearing House* for December.

The teacher is under obligation to be a scholar—not a pedant, but a scholar dedicated to the cultivation of the mind and the transmission of knowledge useful in a good life, the arts, and the management of social affairs.—Charles A. Beard.



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## News, Notes, and Comments

The Editor of *School Activities* is revising his course on Home Room Organization, Administration, and Activities, preparatory to teaching it again in an Eastern University this summer. He would like to have material on this subject—outlines, descriptions, letters, programs, sources, etc. Can you help him? Thanks.

The American Society for the Control of Cancer has recently organized a Woman's Field Army and in March will put on an extensive campaign of education throughout the United States and attempt to obtain enlistments. The campaign will be national in scope and it is expected that the President will issue a proclamation. The Society has asked all local committees which it has built up during the last few years to cooperate with it at this time in broadcasting our slogan: "Fight Cancer with Knowledge."

The National Home Library Foundation, Washington, D. C., has announced its plans for the distribution of a million copies of new books of special interest to educators, to be made available at 25 cents per volume. Distribution of these books, published on a non-profit basis, will begin immediately to all sections of the country. Titles have been approved by an advisory board of sixty-six of the most distinguished names in the arts and sciences, ranging from James Truslow Adams, Eugene O'Neill, Louis Untermeyer, William Allen White, to Dorothy Canfield Fisher, Professor John Livingstone Lowes, and Dr. Willis A. Sutton.

### COURTESY PAYS

Richmond, Va.—The cordiality of a student on the campus where Robert E. Lee once extended hospitality and set examples of courtesy and graciousness has enriched Washington and Lee University by approximately \$1,500,000. This, narrowed down, is the story of the bequest to Washington and Lee from Robert P. Doremus, of New York, founder of a New York Stock Exchange firm, a business man who once visited the campuses of several Southern colleges. Wandering about the Washington and Lee campus incognito, he met a student who was gracious to him. Mr. Doremus intended to bestow his estate upon some Southern college as a memorial to his mother. The student's courtesy was the deciding influence. The student's

identity is unknown. The passing of Mrs. Jessie R. Doremus in New York recently released to the Virginia institution the huge bequest left by her husband. Mrs. Doremus gave the university \$100,000 for a gymnasium. The university's widely-known cotillions are held there.—*Journal of Education*.

Two thousand teachers are expected to meet at San Antonio, Texas, March 30-April 3, in the forty-fourth annual convention of the Association for Childhood Education. All local Branches of the Association in the state of Texas have joined in the plans to make this convention one of the outstanding educational events of the year. Well-known leaders in the field of childhood education and delegates representing the twenty-three thousand members of the Association will participate in the five-day session.

"Today's Trends in Childhood Education" will be the convention theme.

### HOOVER SAYS SCOUTING CUTS CRIME

J. Edgar Hoover, Director of the Federal Bureau of Investigation, has high regard for the values of Scouting to the growing boy, and pays tribute to the program as a factor in reducing juvenile delinquency.

Mr. Hoover said: "I know of no movement more worthy of the moral and financial support of those interested in law enforcement in each and every community than that of supporting the activities of the Boy Scouts of America. The benefits derived by our future citizens from Scouting activities are, of course, known to all who are interested in activities for the common good."

Construction of a new American 'city' within the National capital has just started at Washington. It will house thousands of Boy Scouts from every state who will hold their National Scout Jamboree next June 30 to July 9. Headed by Harvey A. Gordon, National Director of Engineering, the Scouts own engineering service is busy making preliminary plans and surveys.

The federal government is lending the Scouts some 350 acres of its property on both sides of the Potomac River, nearly all within view of the Capitol, the Washington Monument and the Lincoln Memorial.



## How We Do It

C. E. ERICKSON, *Department Editor*

A principal in one of the neighboring schools has been interested for some time in the development of an extensive program of student activities. To aid him in that development, he attended summer school and worked out a complete program of activities as a part of the requirements for the course. He is now actively engaged in setting up that program.

At the first faculty meeting he gave each teacher a copy of the program of activities and told the group that a student council would be started the following week. He said that a student council was the first step to be taken and he proposed to sponsor the council. At the next assembly he told the students about the program and enumerated the steps that were to be taken to establish this program.

This is an extreme example of the extent to which many administrators violate the very principles upon which student activities have been based. His proposals did not come from a desire or felt need on the part of either students or faculty, the members of this school had no feeling of ownership or partnership in this program, the activities suggested did not grow out of the voluntary interests of students and the comments and suggestions of the entire school were not included in the final plan. A real program of student activities can not be superimposed from above.

The planning and the initiation of a program of activities is a responsibility of the *whole* school. No single individual or group can take excessive initiative without losing contact with the real life problems of the entire school, without losing the cooperation and understanding of the rest of the school and without losing an enthusiasm and a spirit which is essential to the success of the program.

The question should always be raised—is this *my* program or is this *our* program?

### Assembly Programs

ROSE BELL

*Flower Technical High School, Chicago, Illinois*

Flower Technical High School is distinctive in that it is the only public secondary school established exclusively for the girls of Chicago. Although originally planned as an experiment in vo-

cational training, it is now a four year accredited technical high school. The history of Flower reveals the difficult barriers that the administrators and teachers had to overcome, namely (1) conservative prejudices that this school was all fads and frills; (2) re-actionary beliefs that here was a good dumping ground for problem cases; (3) radical theories that it was too practical and non-cultural. Step by step, the challenges were met so that the school could be established as a place where young girls could grow into intelligent self-directing women of the community. It was a hard fought battle.

With the growing reputation of the school, the membership of classes grew and the enrollment of students doubled. Within one decade a school building which was built to accommodate 1600 pupils, had a registration of 3200. Various solutions, such as branches, larger classes, four-class day programs, rotation of periods, and shorter days were suggestions offered to provide for the excess population. However, it was decided to experiment in the utilization of the assembly hall which had a capacity for 800 pupils. By shifting the schedule so that the lunch periods, class periods, and homeroom division periods overlapped it could be arranged that the overflow of students would be accommodated alternately in the assembly hall. It was therefore so scheduled that the entire school was divided into four major assembly groups. However, it seemed that a mere mechanical adaption for group localization would be a sterile solution for an excess population problem; furthermore, there was nothing unique in having large study groups in the assembly hall. Therefore in keeping with the experimental attitude developed in the history of the school and in accordance with an advanced educational philosophy, a unique and progressive plan was formulated. A guidance program that was continuous, persuasive, and ubiquitous was evolved.

There are four daily assembly programs; every student in the school belongs to some assembly group; if at all possible, the programs are so scheduled that the students of the same year are placed together. The general assembly schedule is arranged by a faculty committee, but every faculty member is responsible for one week's program. However, the entire plan is designed for student co-operative production and consumption. All the

ideals and practices are based upon pupils' needs, desires and goals.

Monday is designated as music day. Such activities as group singing, guest soloists, orchestra demonstrations, piano class work, drum and bugle performances, glee club presentations and a capella choir work are examples of the things done. The teacher in charge for the week can usually plan which type of musical activity she and her division would prefer. Sometimes when the guest soloist comes in for the day, he performs for all four assemblies. Musical training of children in practical large group enterprises is not novel; but a consistent, intensified perspective of musical activities in weekly assembly programs is.

Tuesday represents class work activity. Such programs as "Posture Figures," "Math in January," "The Clothing Clinic," "The First Thanksgiving," "Purchasing Silk Stockings," "The Maid of France," "Alice in Numberland," "Formal Tea," "Men Not Wanted," and "What Price War" are examples. Since all teachers are responsible for various programs given in the assembly, it follows that each member of the faculty would find it more convenient to present dramatizations of the class work with which she is most familiar. Therefore assembly programs represent a synoptic perspective of all class work in the school. One English teacher's class presents "The Dress Rehearsal of Hamlet;" a sewing instructor's group reviews the making of "Alice's Blue Gown;" a history faculty member and her division co-operate in dramatizing "The Maid of France;" the staff representative of the home management classes helps her division demonstrate "The Care of the Sick in the Home." The value of class work demonstration must be judged not by its motivating and stimulating value for the class presenting the program but by its effect of diversion, entertainment, and education for the audience. The means of expression used to represent various subjects to an assembly group is dependent upon the needs of the audience, and varies with the level of development and the situation for both creators and audience.

Wednesday is visual education day. Movies and slides represent powerful tools for education. Commercial companies such as the Bell Telephone Company, The American Red Cross, Home Finance Corporation, Northwestern Railroad Company, Chicago Rapid Transit Company, Hydrox Ice Cream Company, and others are only too willing to present interesting movies. The museums and libraries are likewise co-operative in furnishing visual material. The Chicago Board of Education maintains a well equipped visual education department. There is no dearth of material. All leaders of education will agree that visual educa-

tion represents a most valuable technique for teaching our children.

Thursday is set aside for club advertising. The Courtesy Club presents "Developing Girls Socially at Flower;" the Flower Forum offers a panel discussion on "Freedom of the Press;" the Home Economic Club reviews "The March of Time in the Fashion World;" the Flower Echo reveals the secrets of newspaper making; the G. A. A. tabulates favorite sports of the teachers and the students. Thursday challenges all the clubs in the schools to clarify their purposes, to acquaint other faculty members and students in general with their activities, and essentially identify them as one part of the whole aspect.

The last day of the week is speaker's day. On some Fridays, one speaker addresses all four assemblies; other times, a different speaker meets each group. Here is the opportunity for co-operation of the school and the community; the girls are given a chance to hear authorities on different topics and at the same time various important people are introduced to the school. Mr. Watson of the Art Institute, Miss Heuer of Sears, Roebuck and Co., Miss Taylor of Chicago Commons, Mrs. Webster of Wieboldt's Department Store, Dr. Burke of the Y. M. C. A. and Miss Cooper of WCFL Radio Station are some of the

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people that have been kind enough to donate their services. Effective influences are the results of wholesome contacts with the leading men and women of the community.

The entire assembly program at Flower is based upon the philosophy that the school as a representative social agency must include all the experiences and influences that help the girls live more effectively. The value of each particular program cannot be measured, but an evaluation of a semester's schedule would indicate social and mental stimuli for growth. The school is not a place apart and separated from the rest of the social culture. The school's function is to develop active creative individuals who can think, analyze, discuss and check conclusions. A well organized, systematic large group guidance is one means that Flower Technical High School has adopted towards that goal.

### A Grading Plan for Small Classes or Squads

GEORGE J. ALTMAN

*Associate Director, Health and Physical Education,  
State University, Kent, Ohio*

The following plan is successfully used in physical education activities at Kent State University. It may be used also in other fields where judgment, or subjective grading is employed as in art, music, dramatics, oratory, debate, and the like. It enables, in fact requires, participation of all members of the group throughout the grading period either as one performing and therefore being graded, or as one grading. It focuses the attention of each individual on important factors in the activity as these are the ones on which the grade is based. It gives each participant a feeling of responsibility inasmuch as his scores contribute to the grades or marks given his class or squad mates.

1. Each student has a sheet of ruled paper on which he places in alphabetical order the names of the students in his group. The paper has one or more columns for grades, depending on the number of exercises or activities on which the students are to be graded.

2. Across the top of the sheet is written the basis on which points are given, i. e.:

In apparatus and tumbling stunts:

Difficulty (total possible score 7)

Beauty or form (total possible score 5)

Unity (total possible score 3)

In dancing:

Difficulty (total possible score 3)

Continuity (total possible score 3)

Entrance and exit (total possible score 1)

In diving:

Approach (may count 2)

Apparent ease (may count 2)

Beauty or form (4)

Entry into water (2)

3. As each student performs he is scored by every other member of the class.

4. After the test is completed, each student records on the blackboard underneath the names of each of the other students the number of points he awarded. The total points awarded each student are then added and divided by the number of scores to determine the average. A double check is maintained by having each student average the score for another student, and then verify his own score.

5. Total points awarded each student are placed in rank order and then translated into grades on the basis of a curve or distribution.

The advantages of the plan are: first, every stu-

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dent participates continuously throughout the period either as performer or as judge; second, he watches for the essentials (factors on which points are given) both while performing and while grading; third, each student's estimate or judgment carries equal weight with that of each of the others. The instructor may serve in the same way as the student graders, if he wishes. However, if it is desired to give more weight to his judgment, this may be done by multiplying his scores, before adding the column, say by three or five and increasing the divisor by three or five accordingly when determining the average.

## How To Be Charming

HARRIET ZUCKER

*Eastern District High School  
Brooklyn, New York*

A course in how to be charming given in a city high school! Can it be possible? To those energetically opposed to frills and fads this may sound like a new addition to the already existing list of subjects which has been the butt of much contention. However, in order not to mislead credulous readers, we may say at the beginning that the course is an extra-curricular activity, open to upper grade girls, at the Eastern District High School.

The organization, under the imposing title of "Personality Analysis and Fashion Studio," aims to make the average high school girl more conscious of the importance of being well dressed, well groomed, and well mannered; the sum total of which will result in a charming and attractive personality. It came into being as a result of an announcement in the school paper and a one-minute talk in the assembly on "club speakers' day."

The first meeting resulted in a record crowd of two hundred students who met in one of the largest rooms in the building. All came in search of that elusive quality about which they read in magazines and books. A short demonstration was given in which two students were used as models. The aim was to show how a slight change in the arrangement of the coiffures and in the necklines of dresses can bring out some hidden characteristic in a girl's general appearance. The students gasped with wonder. They began to question whether they, too, under their curled hair were hiding a commendable quality of their personality which might better be expressed in a straight, well-brushed mannish bob. Did not one of the girls chosen for the demonstration hide her girlish gentle sweetness under the veneer of a Kay Francis manner and sophisticated clothes?

With the aid of mirrors, the girls inquired and sought out the qualities of their true personalities to which their eyes had been blind through the years of admiring glances into the magic glass. They decided that they knew little about their true selves and became conscious of the fact that there was a lot to learn. Their egos were tickled.

We began to organize activities for the coming term. Committees were formed to solve the problems which became apparently obvious. A committee was organized to collect, mount, and post items of interest relating to problems of dress, grooming, and etiquette on a bulletin board in the girls' gym where all students would have an opportunity to read and discuss them.

A fashion folio committee took upon itself the task of organizing a loose-leaf book containing suggested fashions and coiffures for the different personality types. Students were invited to call at

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Not if, but when—winter comes one of these famous game boards in the home and in the school can solve many a problem of what to do.

We are discontinuing the sale of this line of supplies and offer the few boards we have in stock at the wholesale price of only \$2.98 F. O. B. Topeka, cash with order.

*This offer withdrawn automatically as soon as stock is exhausted.*

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**School Service Co.**  
Topeka, Kansas

the "personality and fashion clinics" to have their cases diagnosed and proper treatment prescribed.

The correspondence committee consisted of students who could make contacts with professional authorities in the fields of cosmetics, etiquette, fashions, and so forth, and invite such speakers to general club meetings. They also sent news items of club activities to school and local newspapers.

With the aid of department stores, the models committee worked to organize a fashion show at which student models displayed correct clothes for the high school girl, chosen to suit personality types and occasions which occur during a school term.

The enthusiastic turnouts of two hundred members at each meeting speaks for the genuine interest which students have in themselves. An attitude of helpfulness prevails throughout. No one takes offense at criticisms which are given in the spirit of friendly cooperation. If given the opportunity, they will strive to make themselves what we should like them to be.

Thus the need of developing a charming personality, appearance, and manners comes from within the student body through obvious comparisons between good and poor taste. We hope that soon there will be no need for pressure from the outside in the form of a teacher's remark—"Go out and wash that ugly smudge of red from your lips."

### Rummage Sales

BILL WINDER

Senior High School  
Sand Springs, Oklahoma



Old worn-out shoes, baggy trousers, discarded long underwear, and the like, brought \$72 in a rummage sale held by the senior class of Sand Springs High School.

The sale, which was held in a downtown vacant store building, lasted only one day. And the seniors immediately proceeded to use the money in casting penny votes for their candidate for football queen in the annual contest in which both juniors and senior classes were rivals. The success

of the sale meant victory for the senior class.

Spurred on by the success of the seniors, the other classes took up the challenge and the contest resulted in a fund of \$390. This was used by the Athletic Association, which conducted the football queen contest, for the purpose of lighting up the football field for night games.

The merchandise, building, and electricity used in the rummage sale were donated by the students, residents, and various business concerns.

### Eliminating the Junior-Senior Class Fights

E. E. CAMP

Principal, Mound City High School,  
Mound City, Missouri

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accomplished what the administration failed to do through force—eliminate class fights.

Starting back in 1898 the annual fight between the junior and senior classes was stimulated from year to year by barber shop and drug store gossip of how it was carried on in "the good old days." In fact, each succeeding class tried to improve the technique of former classes by putting a little more spice into the fight. By the time the writer came to the school in 1927 the fight had assumed such proportions that the classes would stage a free-for-all in which it was not uncommon to let fly brick-bats and rocks. The classes would stay out all night rallying around a very unsanitary white remnant patriotically called the "class flag."

How to break this tradition seemed an almost unsurmountable problem. Every conceivable action tried by the administration and board of education—suspension, expulsion, and corporal punishment—only added zest to the enterprise.

In 1929 a student council had been organized and this was working slowly, taking but one major each year. During the year 1930-31 the principal asked the council if they felt they could do anything about the class fight, if something of much more fun could not be substituted for the ruthless and destructive competition engaged in yearly. The president of the council, a capable boy who was outstanding scholastically as well as in athletics, presented the question to his fellow members, and they in turn took it to the classes they represented. Suggestions were solicited from the student body. After some discussion, a joint meeting of Junior and Senior boys was called and the principal was asked to attend. The boys talked freely and the discussion finally evolved itself into a consideration of what they could do which would be more fun, by which they could win school letter points, and which would not be harmful to the name of the school. The final decision was that they would try something and even the objectors lined up one hundred per cent in their pledge to let this "something" take the place of the class fight for that year.

A committee, composed of two class sponsors, two juniors, two seniors, and two members of the council, was appointed, and the principal was invited to attend its meetings. This committee chose a number of events and these were approved by the two classes. Victory in each event carried a certain number of points, and the winning class received a banner as an award. The losing class made the presentation to the winner at the school honor day program and the banner was placed by the victorious class among the other trophies and awards in the assembly hall.

It has been interesting to watch the progress of this contest during the last six years: first,

the old tradition was completely broken down; second, there has been a vast change in the character of the contests themselves. There have been no more class fights, nor has there been any talk of one, since the contest was first tried. The first year the contest was limited to boys, and was almost entirely of a rough, athletic nature: a tug-of-war across a creek, a flag pole rush, a pillow fight on poles, and basketball, football, and track competition. The next year the girls requested a part in the contest and many of the rougher types were eliminated. These events have increased until the school now has a series of activities extending throughout the spring quarter, and including assembly programs as well as outdoor sports. Contests are held in typewriting, orations, interpretative reading, debate, short story writing, one-act plays, quartets, solos, declamations, basketball, volleyball, softball, tennis, and track, as well as the more humorous types of matchbox and peanut rolling competition.

If I cannot give bountifully, yet I will give freely, and what I lack in my hand, I will supply by my heart.—*Warwick.*

Play's the thing

Wherein to catch the conscience of the boy.

—*Franklin K. Mathiews.*

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# Have You Read These?

BY THE EDITOR

Interscholasticitis and ticklepatronitis—the gangrene and the cancer of the high school activities program—have not as yet, to any great degree, attacked the program of the elementary school. And may they never! They probably won't if men like Carl H. Kumpf continue to think, act, and write. His, "Are Clubs Desirable in the Elementary School?" *Educational Method* for December, well illustrates a sane and sensible approach, many more we need of which.

"Man can eat anything a pig can eat—and a lot more . . . in fact, he can eat almost anything," begins "The Wonders of Diet," in *Fortune* for May, 1936. "More food notions flourish in the United States than in any other civilized country, and most of them are wrong." A few of these concern fasting, meat eating, acidosis, fattening foods, the benefits of milk, orange juice, whole wheat bread, etc. This authoritative article will probably dishearten you if you are a fadist (as many of our school cafeteria managers appear to be,) but it will hearten you if you eat what, when, and where you please. In any case you will find it most interesting.

If, as is frequently claimed, the average parent is old-fashioned and foyegified in his thinking concerning the school, whose fault is it? His? The Schools? If the schools, what can be done to defoyegize him? PTA meetings help, but these are limited in number and possibilities. "School Nights" assist, but often these are largely social stunts. In "A Three-Day School for Parents," *Journal of Education*, December 7, Charles B. Park describes an honest-to-goodness campaign to educate parents on school affairs and on school and home responsibilities and relationships. Three regular six-full-period days of it, with lectures, demonstrations, reports, assignments, and discussions—and even hot coffee to accompany the lunches which they brought along. And more than four hundred parents in attendance on the third day! Successful? You guess.

"And when the seller (assembly program) . . . I close my mind to further seduction . . . If the assembly is worth while the board of education should pay for most outside talent and the alms

basin should not be passed through the aisles of the school . . . I shall not use the period for propaganda . . . I shall use movies filmed within the present century . . ." These are a few of the "communes" with which Frederick James Moffitt closes his article, "The Pedagogue in Assemblyland," in *School Executive* for January. Most articles on assembly use about the same old stuff. This one has new features, new dances, new costumes, and new tunes. Be sure to read it.

Do you drive a car? Expect to, some day? If so, do you "expect" to have accidents, or, perhaps, rather believe that your "turn" will come some day? Do you know anything about traffic accidents, liability, damage suits, etc? Think you should? (We are CERTAIN of it.) Then look up, in the March *American Magazine*, William Corbin's "What We Pay for the Crash Racket." It will not only open your eyes to the many and devious ways in which you or your car may become involved, but, at least as important, give you some ideas by which you can avoid serious difficulty if, as, and when you become crasher or crashee.

Do you believe in the mass murder and suicide commonly called war? Of course not! Do you believe that the present strong anti-war feeling in the United States will prevent war? Probably. However, don't be too sure about it. This feeling was just as strong here during the early part of the World War as it is now, and yet within a few months the nation was clamoring for war. Even all of the Peace Societies, with the exception of The Women's Peace Party, headed by Jane Addams, reversed their anti-war platforms because "his war is different." So better be careful about having too much faith in the stability of human emotions. For details, Helen Washburn's "The Betrayal of Peace" in the December *Delineator*.

Now turn to Alice Moyer's "Ponca City Junior High's Balanced Homeroom Activities," in *Clearing House* for December. In this school clubs, sports, assemblies, and guidance are classified together as home room activities. Maybe your idea of "balanced" is not the same as hers, but hers may be enlightening to you.

# School Clubs

EDGAR G. JOHNSTON, *Department Editor*

## THE CLUB PROGRAM AND THE COMMUNITY

Recent trends in curriculum development have placed increased emphasis on making school experience tie up closely with those experiences which pupils have at home, in out-of-school organizations and in the community at large. Schools have been criticized severely for an apparent divorce from the life and the problems of the society which supports them. At a youth conference the writer heard a recent high school graduate bitterly complain of his own school experience, "All they taught us was facts from books. They didn't teach us what life is like. Why, I learned more about industry and unemployment in a ten-minute talk with WPA workers than I got in a whole year of high school economics." Unquestionably high school experience, if it is to help boys and girls in meeting real problems, must bring them into first-hand contact with those problems and then help them to understand them and to get a rational method of attack upon them.

It will probably be a good while till most of our classes are organized so as to break down the barrier between school and community. There are encouraging beginnings, and recent experimental programs offer much promise. In the meantime, in many schools the various clubs are in a position to make a significant contribution both to the education of the boys and girls enrolled in them and to the development of the curriculum. Clubs properly organized give a large measure of responsibility to the members themselves for planning and carrying out programs. The adolescent has a keen curiosity. He wants to see and to experience, not merely to read about his world. The informal nature of club organization makes it possible to leave the school grounds and go where things are happening. The use of after-school and holiday periods presents no obstacle in the form of an ironclad schedule.

The opportunity for enriching the club's program and for making community institutions its laboratories is almost limitless. Communities will differ in the types of opportunity they present, but the imaginative sponsor will find worth while experiences for members of his club wherever he may be. The science club may visit the gas plant, the water works, any one of a number of indus-

tries, an experiment station, or a modern farm. Literature and dramatic clubs may visit as a group a play presented by either professional or amateur groups and compare their criticisms. A play presented in motion picture form may present a substitute for the spoken play. The student council or the civic club may visit the local courtroom, the city officials, or a highway or engineering project. A trip to a broadcasting studio, a study of interesting buildings in the community, a visit to a newspaper plant, a study of community planning with a map developed by members of the club, a survey of bridges, a trip to the railroad yards, behind the scenes in the telephone office, to a nearby museum or art gallery, to some historical landmark in the town or county—these are only some of the opportunities on which the alert club counselor may capitalize.

## WHAT THE CLUBS ARE DOING

Club reports for February come from Maryland, Georgia, Utah, and Michigan. The report of the Drama Group is by Florence R. Kahn and is reprinted with permission from the *Baltimore School Journal*. Luella Rouse and Alma Creighton are co-sponsors of the Home Economics Club of Atlanta. Miss Erma Murdock presented the description of the Leopard Boosters of Salt Lake City. Miss Minnie B. Ridley is sponsor of the Broadcasting Club of Flint. The report of the Sphinx Club comes from Ernest J. Becker, principal of the Western High School of Baltimore.

## THE DRAMA GROUP

*William S. Baer School, Baltimore, Maryland*

On a certain Friday afternoon in February, 1936, the Drama Group of the William S. Baer School and I met for the first time, but since that afternoon the gathering of students is much more than just a group. It is, rather, a "Court of Human Relations." Those who invade it are people with problems, confronted with difficult situations, joys, and sorrows. Some are brave and high-spirited; others lack the courage to withstand the lash of life; but all are interesting.

They are the people whom the Drama Group have created; and on Fridays, between 1:10 and

2:30 o'clock, their problems are presented, dissected, and disentangled.

The primary purpose of this group is to give children who are not physically equipped to indulge in strenuous recreation, something within themselves; to stir their imagination, and perhaps a latent talent; to help, even to strengthen character, by having them endow their hero with the characteristics his creator most admires; to build for themselves a special world—the kind of world they prefer—inhabited by glamorous, fantastic people, or everyday moderns facing everyday experiences. For the most part, their taste runs to the latter class. They like “people like themselves.” They insist on having their hero “get what’s coming to him, good or bad.” Justice, in their eyes, is “the thing,” and they will have nothing to do with “sissies.” In their chosen world there can be sentiment but no sentimentality. Creating stories and people has taught them discrimination and understanding.

But the Drama Group has accomplished even more than its land of make-believe. Its members know the fundamentals of good drama; the difference between comedy, tragedy, farce, and fantasy; between plot and theme; the ingredients of good dialogue. They know how to speak intelligently of suspense, conflict, sympathy, and exposition; they have a good conception of dramatic technique and how to apply it.

After a three-months course in play-writing, they created and produced their own one-act play on June 17, 1936. This season their course is on the appreciation of drama. Standard plays are read and discussed. An oral account is usually given by one of the students each week, showing that the plays are also thoroughly understood.

The group brings an unfailing interest to the meetings. They display an incredible amount of ingenuity in creating their plots. They ask intelligent questions; but, best of all—the thing that, to me, makes this project appear to be moving toward the goal we have set for it—is that the children have really learned to make their imaginary people come to life, and walk with them through hours that might otherwise be lonely and uninhabited.

#### THE HOME ECONOMICS CLUB

*Girls High School, Atlanta, Georgia*

*Personality Improvement through Home Economics* is the theme for the program of the Girls High School Home Economics Club this year. Emphasis is being placed on personal appearance, habits of courtesy, worthwhile friends, and worthwhile reading in relation to personality development.

Through talks, demonstrations, and social activities club members are having many opportunities to find out what they can do to improve their personalities, and also opportunities to practice the traits which they are finding to be desirable.

The purposes or aims of the club, according to the constitution, are: “to promote the individual development of each member, to serve the school and community interests, and to cooperate with the Home Economics Department.” All girls who are enrolled in the Home Economics Department and others who show unusual interest in the club are eligible for membership.

The division of the club into two groups has been found most effective in promoting friendly rivalry in attendance at meetings and in participation in club activities. The two groups are named for two outstanding leaders in the field of Home Economics, Ellen H. Richards and Caroline Hunt.

An important feature of the club program for the year is the service point plan. Members receive points for participation in programs, for special help rendered the Home Economics Department, and for community activities sponsored by the club or department. Club pins and emblems are awarded to those earning the required number of points.

Perhaps the chief distinction of the club in the

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school is its affiliation with a state and a national association. It is one of many high school college clubs affiliated with the Georgia Home Economics Association and one of hundreds affiliated with the American Home Economics Association. The culmination of club activities for the year is marked by the appointment of delegates who attend the meeting of the student club section of the State Association and who bring back enthusiasm for a "live" club during the next year.

### THE LEOPARD BOOSTER CLUB

*East High School, Salt Lake City, Utah*

This unique club is made up of the student body officers and a representative from each advisory group in the school. They meet weekly and on call to consider various plans for bettering the school and to deal with specific problems of student conduct or student activities.

Some of the projects sponsored by this organization follow: They are responsible for desirable conduct in the auditorium during assembly periods. Members of the Booster Club are excused to the auditorium five minutes before the assembly begins. Each one has a special seat assigned to him and is responsible that conduct in his neighborhood is such as to reflect credit on the school.

A polite reminder to the disturbing member is usually all that is necessary, although chronic offenders may be called before a committee of the Booster Club.

The school had been to much trouble and expense because some pupils felt that the silverware in the cafeteria was meant for their amusement. Silverware was bent and the dishes broken through carelessness, and the tables left in a disorderly manner. Booster committees operating during each lunch period seated themselves at different tables and proceeded in solving their problem.

Members of the club serve as a welcome committee for guests and show visitors around the school. A clean-up project of the school grounds, a school directory, an information booklet for new pupils, and a group to direct traffic in congested corridors at intermission periods represent other activities of this organization.

Members of the club are permitted to wear the Leopard Booster insignia—a felt circle with a leopard head, prepared in the school colors. The personnel of the group and its tact in meeting its problems have been such that it carries the thorough support of the student body. Much of the success of the organization is due to the leadership of the student body president as well as to the Dean of Boys who serves as club advisor.

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## A BROADCASTING CLUB

*Lowell Junior High School, Flint, Michigan*

Last year, when our new Public Address System first became a vital part of the school's everyday life, there arose a need for definite student participation in making good use of the system. Why shouldn't the boys and girls assemble material and give it out to their fellow-students? Accordingly, a call for pupils interested in some sort of a news broadcasting club was sent out.

Several responded to the call, and the Lowell News Association (briefly, the L. N. A.) was duly organized. The choosing of a name was a very weighty matter, as these Junior High School youngsters wanted it to sound just right, not merely a sentimental, catchy title, but something rather dignified, and thus their choice of the L. N. A.

The club has its regular officers and reporters for various phases of school-life, social affairs, athletics, school attendance, etc. The reporters collect available material and bring it to the regular weekly club meeting. At the meetings the collected material is discussed and from that considered suitable the programs for the broadcasts are planned.

The members of the Association take their turns in announcing the broadcasts. Before the club had been in existence very long even the more hesitant members, with one exception, were glad to try their skill in announcing. Of course, the opportunity to speak through the microphone to the whole school is a big factor in retaining the interest.

We are constantly on the watch for something a little different to use. A question box hanging in a convenient place arouses keen interest on the part of the "audience," who, just like adults, sometimes really want information, but more frequently enjoy hearing their questions read and answered—questions written by them. Not a little interest and merriment is created in the club when the questions are read and sorted. Some are assigned for answering and others merely discarded.

The inquiring reporter has functioned at different times. For example, one morning a few tardy pupils were waylaid in the corridor and taken before the "mike" to be questioned.

Interviews have proved to be of great interest. Several teachers, willingly, or at least politely, have answered the questions of a reporter concerning their childhood days, college life, favorite pastimes, etc. Pupils of foreign birth or those who have traveled extensively also offer good material.

At a few assemblies television has been real

to us. Some broadcasts were staged before the listening audience.

Through this organization, our Public Address System has become more definitely a thing of interest to at least a few of our boys and girls, even though we may not be developing any future news reporters or radio announcers. But, who knows?

## THE SPHINX CLUB

*Western High School, Baltimore, Maryland*

The Sphinx Club is considered the most distinctive organization in the activity program of Western High School. The group is a selected one with membership limited to fifty seniors selected on the basis of scholarship. The Club holds monthly meetings for active discussion of current controversial topics of a political, social, and economic nature. The head of the History Department is the faculty sponsor but in nowise dominates the discussions which are led by student members, a different student serving as discussion leader at each meeting. The discussions are long, lively, even at times bordering on the acrimonious. The purpose of the club, which is now ten years old, is to give the best minds in the senior class an opportunity to consider current topics without the usual magisterial restriction. Membership in the club is eagerly sought. This interest serves both to motivate school work and to stimulate interest in current issues.

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# Stunts and Program Material

W. MARLIN BUTTS, *Department Editor*

## THE USEFUL SHORT SKIT

Everyone knows that sinking feeling that comes when the time for the program nears and one of the important numbers is cancelled for some unforeseen reason—the short skit will come to the rescue and fill the vacancy. There are those times when there is an extra three or five minutes needed in order to complete a program, or times when the program seems a bit heavy and needs a dash of fun—the short skit can meet these occasions, too. But, not alone as substitutes and fillers do short skits come in handy, for a Stunt Program made up of a series of short skits can prove very enjoyable entertainment.

Skits are just for fun and should be presented spontaneously. Expression and pantomime, not settings and properties, determine their effectiveness. Exaggeration in both action and costume is entirely in place when presenting skits.

A number of short skits are presented this month in the hope that they may turn some embarrassing moments into pleasant ones for some makers of programs.

### OH! MILK?

Characters: John, an American; Mary, Mrs. John; the Waitress.

Scene: Restaurant in a small French town.

(John and Mary enter as lights go on. Waitress stands.)

MARY

John, I must have a cup of coffee with milk or I shall die. Do you know how to ask for it in French?

JOHN

Oh, sure. I mean oui, oui, my dear, oui, oui. (Takes dictionary from pocket.) Now let me see. (Turns pages.) Here we are, "coffee,"—c-a-f-e.—that's easy cafe. Now, "with," that ought to be easy. (Turns more pages.) "With," a-u, now what can you do with two letters like that?

MARY

Just pronounce it the way it looks, "a-ow."

JOHN

All right, you remember that while I look up milk. (Turns pages, reads to self, runs finger down page I, K, L, M, m-a, m-e, miles, militia,

milk.) Milk is "l-a-i-t." Now we are all set. (Calls.) Garcon. Garcon.

MARY

That's not the way to call a waitress. That means "boy."

JOHN

Well, this means service in any language. (Knocks on glass with spoon.) (Waitress comes to table ready for order.)

JOHN

Cafe. (Aside to Mary) Now your part.

MARY

A-ow. (Waitress looks puzzled.)

JOHN

Late. Cafe a-ow late. (Waitress exits, shaking her head.)

JOHN

Pretty good Frenchmen aren't we. I bet she thinks we're natives. (Waitress returns with coffee, no milk.)

MARY

(Pointing to coffee) A-ow.

JOHN

Oui. A-ow, light.

WAITRESS

Je ne comprend pas.

JOHN

Well Mary it looks like she doesn't understand her own language. It looks like you will have to do without your milk.

WAITRESS

Oh! Milk? Why didn't you say you wanted milk?

(Lights Out)

## THE MISER'S LAST REQUEST

Characters: The Man, the Thief.

Scene: The shabby home of "The Man."

(Man sits at a bare table, counting his money by lamp or candle light. The money from each transaction is wrapped separately in a piece of newspaper. As he speaks he unwraps and counts the money.)

THE MAN

Here's the money I made on that horse deal with old Hezekiah Jenkins back in '93—neat little sum



to make on those two old lame nags, one half blind and the other one lame in the left hind leg. This is a heavy one. That's from that little house of Widow Martin's—that was a slick deal.

*(Thief enters watching man but is not seen by him.)*

THE MAN

*(Speaks to pile of newspaper-wrapped money as he takes bundle after bundle from chest and arranges them lovingly before him.)* Here you beauties, let me look at you. Those fellows from the city aren't so smart. Here's the insurance I got on the barn that burned down. Lucky they didn't find out that the hay they paid me for was sold in town the day of the fire. Here's the money for old Toby, she was a good old cow—bright idea of mine to drag her down to the railroad track and leave her for the train to hit after she died of old age.

What memories you recall. Years of hard honest toil. I've worked hard for you and now you can work for me—I'm through working. I've retired.

THE THIEF

*(Moves close to man. Thrusts pistol in his face.)* Hands up, you.

THE MAN

What do you mean coming into an honest man's house like that? What do you want of me?

THE THIEF

Your money or your life.

THE MAN

Shoot me if you will. Take my life but leave my money. I'm saving that for my old age.

*(Lights Out)*

THE WRONG MAN

Characters: Husband, Wife, Lawyer.

Scene: Their living room.

*(Husband sits at table opening a package of books. Wife enters.)*

HUSBAND

Is my suit back from the cleaners yet?

WIFE

Oh yes, dear, but you will have to buy yourself another spring suit.

HUSBAND

Why that's a practically new suit, what's the matter with it?

WIFE

Nothing is the matter with it. It looks fine but there was a poor beggar here today and it would just fit him—so I gave it to him.

HUSBAND

You did quite right, dear, not to turn away one who was in need. *(Taking one of the books from the package)* Look here what came today, "The World's Knowledge," complete in ten volumes.

WIFE

That's a dozen sets you have now of books of knowledge of one sort or another. None of them have ever been read—what on earth do you want with another set?

HUSBAND

I don't want it but a nice sort of fellow came into the office. He was working his way through college. I was busy and didn't have time to talk with him to explain that I already had several similar sets, so the only courteous thing to do was to buy these. I'll put them down in the cellar where they'll not be in the way—they may come in handy for something some time.

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WIFE

Oh I almost forgot to tell you. There's a Mr. Harvey called and said that he would be here to see you at eight. Do you know him?

HUSBAND

No. I suppose he has something to sell or wants a contribution. It seems like those are the only people who ever want to see me. I wonder if we haven't been too generous and let people work on our feelings too much.

WIFE

I think maybe we have.

HUSBAND

Let's stop being easy marks. *(The bell rings)* That's probably that Mr. Harvey who called. We will start on him. We will show him that we're not so soft hearted.

*(Wife goes to door)*

WIFE

I'm sorry but we don't care for any today.

LAWYER

*(Entering)* You misunderstand me. I have nothing to sell.

HUSBAND

Nothing to sell, eh! I suppose you want contributions for the free distribution of cheese to starving mice or some other worthy charity. Well, we are not interested. Good-day, sir.

LAWYER

Good-bye, but not good-day. I'll leave this, you might be interested. *(Lays letter on table—exits.)*

WIFE

Well, we sure got rid of him in a hurry. Wonder what he wanted, anyway.

HUSBAND

Here *(Picks up letter)* this will tell us. *(Reads)* J. Walter Harvey, Esq.  
New York.

Dear Sir:

I am about to make my will and desire that before doing so, you call upon my nephew whom I have never seen; Joseph P. Brown *(Speaking)* That's me all right. *(Reads)* at 276 Pine St., Eastwood Heights. If you find him and his wife kind, generous people I shall leave my entire estate to them.

Yours truly,

Alory Phineas Brown.

WIFE

The only man we ever turned away in our life turned out to be the one who was about to bring us a fortune.

*(Lights Out)*

BLANKO MINDO THE GREAT

Characters: Master of Ceremonies; Blanko Mindo, the Mind Reader; Voice under the Table.

Setting: A table covered with a cloth that reaches to the floor. Concealed under the table is the "Voice."

MASTER OF CEREMONIES

Ladies and gentlemen, I am about to present to you the great Hindu mind-reader, Blanko Mindo. I shall fasten this black bag over his head—you may examine it *(Hand on Mindo's head)* to make sure that there is nothing in it. *(Fastens bag over head of Mindo)* Blanko Mindo is now blindfolded, but to make the feat more difficult I shall seat him on the table with his back to you. *(Does so)*

*(Master of Ceremonies passes through audience, borrows objects from members of audience and holds them up being careful to always hold objects toward stage. As he does so voice under table identifies them. Finally holds up object in such a way that it cannot be seen from stage.)*

MASTER OF CEREMONIES

What have I here? *(A long pause)* What is this which I hold in my hand? *(Another long pause)* Come, come—what have I here?

VOICE UNDER THE TABLE

*(Pulling aside covers and sticking head out)* How in heck can I tell what it is with you standing between it and me.

*(Lights Out)*

## When You Give a Party

Here are two booklets which should be helpful in planning for your social activities in the extracurricular program.

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# Parties for the Season

MARY HELEN GREEN, *Department Editor*

## LET'S HAVE A LOG CABIN PARTY

The second week in February suggests a log cabin party. Perhaps bark from birch logs has been saved and is ready to be used for invitations. If not, use a sketch of a log cabin on a small card for decoration or print the letters to resemble logs.

A real log cabin would lend an appropriate atmosphere for the party. A recreation room with rustic walls, seats and a fireplace would be a good second choice. A log-book (guest book) with clever admonitions may be used as a central theme for continuity.

### LOG ROLLING

A relay race of pushing a pretzel stick (log) with a pencil may represent log rollings. Assistance in this is limited to one's moral support.

Another type of log rolling carries the idea of reciprocity. The boys are to form an outside circle, the girls an inner one. They face each other. The girls are given a pad and pencil. Their partners are to write in a given time the names of various kinds of wood. Limit the time and also the letters with which the words begin. Partners must not be aided. In return, the girls must take the pad and write a list of things to be placed in a log cabin. The couple with the longest list through their individual efforts wins.

### LOG CABIN CAMPAIGN

With due respect to President Harrison, a campaign on logs may furnish another game. The following are answered with words which contain the letters—log.

1. An arithmetical term.
2. A turtle or a blockhead.
3. A fruit.
4. The ten commandments.
5. A theatre box.

6. An alphabetical list of names.
7. A term used in architecture—a covered gallery.
8. A city in Indiana.
9. The science of correct thinking.
10. Dull.

### ANSWERS

- |                |                |
|----------------|----------------|
| 1. Logarithm.  | 6. Catalog.    |
| 2. Loggerhead. | 7. Loggia.     |
| 3. Loganberry. | 8. Logansport. |
| 4. Decalog.    | 9. Logic.      |
| 5. Loge.       | 10. Logy.      |

If the game above is too advanced for the group, the campaign may be conducted by making words from any two or more of the letters—L-O-G C-A-B-I-N. This may be made into an interesting relay race. Each player in line formation, in his turn, runs to a table to write a word of his choice made from these letters. Duplications are not allowed. The line finishing first with a correct list wins.

### LINCOLN LORE SPELLING CONTEST

Group the players in relay formation with fifteen or more in each group. At a definite place in the room are found sets of the letters of the alphabet, two sets for each group. The leader asks a question pertaining to Lincoln and the answer must be spelled with these letters by the first people in the line, one person representing each letter. Brief answers are desired. The spellers return to the end of their line to be ready for a later question when their turn comes again.

1. To what political party did Lincoln belong?
2. How many years was Lincoln president?
3. Who assassinated Lincoln?
4. What was Lincoln's nickname?
5. Whom did Lincoln marry?
6. How many sons did they have?
7. What was the name of his sweetheart who died?
8. Against whom did Lincoln debate?
9. What proclamation did he issue?
10. In what city is the famous Lincoln memorial?
11. Where is Lincoln's tomb?
12. What was his mother's maiden name?
13. In what state was Lincoln born?



14. What was the name of the widow to whom Lincoln wrote about her lost sons?

#### ANSWERS

- |                  |                  |
|------------------|------------------|
| 1. Republican.   | 8. Douglas.      |
| 2. Four.         | 9. Emancipation. |
| 3. Booth.        | 10. Washington.  |
| 4. Abe.          | 11. Springfield. |
| 5. Mary Todd.    | 12. Nancy Hanks. |
| 6. Four.         | 13. Kentucky.    |
| 7. Ann Rutledge. | 14. Lydia Bixby. |

#### THE LINCOLN PENNY

For this game each guest will need a Lincoln penny and a pencil. The answers to the following questions which should be typed will be found on the penny.

1. A tropical fruit.
2. Freedom.
3. A messenger.
4. A United States president.
5. Spring flowers.
6. A rabbit.
7. Name of a song.
8. A beverage.
9. To annoy.
10. Top of a hill.
11. A musical term.
12. Comfort.

#### ANSWERS

- |                 |                 |
|-----------------|-----------------|
| 1. Date.        | 7. America.     |
| 2. Liberty.     | 8. Tea (T).     |
| 3. Lincoln.     | 9. Tease (T's). |
| 4. One cent.    | 10. Brow.       |
| 5. Tulips.      | 11. Tie.        |
| 6. Hair (hare). | 12. Ease (E's). |

A log cabin will need no decorating, but if a house is used table decorations will be in order. For a centerpiece use a miniature wooden or stick candy log cabin with an electric light bulb inside, or an open fire made of pretzel sticks or candy, illuminated with a small flash light covered with red paper.

Favors may be made from small toffee candy logs, stick candy or pretzel sticks. To these place-cards may be attached. A birch bark roll will serve as both.

#### REFRESHMENTS

Ideas for refreshments are not hard to find. If there is an open fireplace, toast marshmallows and pop corn. What could be better for a small crowd then waffles and log cabin syrup? A mahogany layer cake with a marshmallow cream filling or an ice box layer cake made from chocolate wafers and whipped cream represent the log cabin idea. Have you seen the chocolate logs (cookies) with mint filling? They could easily be served with a drink or ice cream.

#### VALENTINE JOLLITY

It doesn't seem to matter much whether old or new ideas are used in Valentine parties—everyone seems to enjoy just getting together with friends. However true this may be, there must be planning and organizing ahead of time to assure the guests of a big evening.

What kind of invitations shall be used? Invitation rhymes written on red hearts with a frill of white paper doily around the edge is a suggestion. Better than that and perhaps a little newer, use keys made of real construction paper. A red and white effect in hearts may be created by stipling as suggested in the December issue for Christmas.

To lend jollity and gaiety to the party, have two of the hostesses dress in gay Valentine costumes to greet the guests. Perhaps all the guests would like to come in costume representing some romantic person.

As a mixer try—

#### LOVERS' TELEGRAMS

Each player is given an opportunity to draw an envelope on which is written the name of a famous lover in history, the girls drawing one with the name of a woman, the boys one with the name of a man. Partners are found by seeking their

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lovers. The address of each lover may be added to the envelope if desired.

In each envelope will be found two or three advertisements. Complete words taken from these are to be used in the writing of love telegrams. These words are to be cut out and pasted on a telegram blank. Later, these are read and voted upon. The couple winning high honors is presented with a Valentine favor.

Here are some suggestions for the names of lovers:

"Wally" Simpson	Duke of Windsor
Ann Rutledge	Lincoln
Juliet	Romeo
Josephine	Napoleon
Elizabeth Barrett	Robert Browning
Priscilla	John Alden
Cleopatra	Mary Antony
Beatrice	Dante
Evangeline	Gabriel
Anne Hathaway	Shakespeare
Minnehaha	Hiawatha
Queen of Sheba	King Solomon
Minnie	Mickey
Ruth	Boaz
Cinderella	Prince Charming
Ophelia	Hamlet
Elaine	Lancelot
Rowena	Ivanhoe
Isolde	Tristan

#### THE ARTISTIC TOUCH

Let the guests show their artistic ability by tearing a heart from a piece of paper provided for that purpose. They may be asked to make this with their hands behind them or with the lights turned out;

or

Cut from red shiny paper boys' and girls' hats. Paste them on a piece of white paper, one to each piece. Give to the boys the girls' hats and to the girls the boys' hats. Real artistic ability is needed then to sketch the face of his or her lover below these hats. Gum drop men or women are suitable prizes for the best artistic offering;

or

How well can your guests draw a heart when blindfolded? Are they able to write their name inside it after it is drawn?

#### HEART PIERCING

Make a two or three inch wide outline of an eighteen inch long heart from a piece of corrugated paper. Wrap with paper (brown paper tape is convenient to use.) Cut four-inch squares of red cellophane, gather each in the center and fasten with a pin to the corrugated paper. Fill in the outline of the heart with these squares. The

result will be a pleasing frilled Valentine. Hang this in a doorway. Contestants will try their skill at throwing cupid's darts through this heart.

#### WHAT IS YOUR CHOICE?

Give the boys an opportunity to draw a slip of paper on which is written one of the occupations listed below. The girls are to draw a swathe of material. The game then is for each girl to discover what occupation her lover has and each boy must find out what his wife must wear. Any or all of these may be used:

Banker—checks	Fisherman—net
Artist—canvas	Financier—cashmere
Barber—mohair	Painter—oilcloth
Undertaker—crepe	Printer—print
Prisoner—stripes	Shepherd—plaid (shepherds)
Gardener—lawn	
Dairyman—cheese cloth	Fat Man—broadcloth
Jeweler—rings	Tall Man—longcloth
Florist—floral pattern	Musician—organdy

Doesn't a Valentine party suggest a box supper? If there is danger of too much variation in food should the boxes be brought from home, why not buy bakery boxes, have the girls decorate them and then fill them with refreshments provided by the party committee. Then instead of auctioning the boxes for either paper or real money the boys may get their partners by attempting to fit a key which they have drawn, into a heart from which the key has been removed. These hearts are held by the girls and as soon as their partners find them they obtain their box of eats.

In the box—a gay napkin, heart shaped sandwiches, potato chips, pickles or olives, and cake or candy. Serve with the box of eats a hot drink.

One is uneasy about what one cannot understand.—*Selected.*

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## School Activities Book Shelf

**PRACTICAL PROBLEMS IN EDUCATION**, by J. B. Edmonson, Dean of the School of Education, University of Michigan, and Raleigh Schorling, Professor of Education, University of Michigan. Published by Public School Publishing Company, 1936. 100 problems.

This volume has the appearance of a workbook, and in some respects it is a workbook. Space is allowed following each "problem" for notes to be written in regarding the solution.

The purpose of this book is to supplement courses in secondary education. It describes in more or less detail typical problems that arise in every high school. Those problems involve such matters as teacher-pupil relationships, public relations, control of pupils, extra-curricular activities, school publicity, examinations, professional ethics, personality development, mental hygiene, and the other every-day interests of secondary school teachers and administrators. While solutions are left to the classes for which this book was written, in many instances a number of typical attempts at solution are offered for comparison and evaluation. A bibliography accompanies each problem. This book is interesting and offers help that should make a class in secondary education a thrilling experience.

**PLAYS FOR CLUB, SCHOOL, AND CAMP** for boys and girls from 8 to 14, by M. Jagendorf. Published by Samuel French, 1935. 135 pages.

This author brings us a clear and concise picture of the creative ability of our young actors. Drama is an open field; there is always the desire to achieve greatness in the dramatic world. The book is well written and contains numerous plays taken from the literature of great authors. They are simple and easily produced. Simplicity is the key note of this volume. With this book the director will have no difficulty in producing a most satisfactory performance. With such information as the author has given, the teacher or director will be guided in every detail. The children will enjoy doing the work and their elders will recognize the superiority and difference.

**THE TEACHER IN THE NEW SCHOOL**, by Martha Peck Porter, Director of Elementary

Education, Roslyn, New York. Published by World Book Company, 1931. 312 pages.

This book differs from other good modern books setting forth methods for progressive education in that it gives an abundance of practical helps in the form of description and analysis of actual every-day happenings in the author's third grade of the Lincoln School of Teachers College, Columbia University. The author gives details of the happenings incident to the satisfactory solution of problems in elementary school education. Most of the book is made up of such illustrations and accounts as a guest at Miss Porter's school over a period of time would want to take away for future study and reference. It is interesting reading and will convert one to the belief that progressive education is essential and pleasantly attainable.

**YOUTH SERVES THE COMMUNITY**, by Paul R. Hanna. Published by The Progressive Education Association, 1936. 303 pages.

This book deals with the youth of today and the merits of devoted study. It points a new scope in the democracy of the youth. The problems of our young people have become a major issue. They are facing the responsibilities and obligations of every project at home and abroad. The manner in which the author presents his views on co-operative community activities for our young people is astounding. Chapters are devoted to social leadership, public safety, public welfare, health, and numerous other phases of community life in which youth becomes a part. The author has made a definite contribution in this text. Here is a book that should be read by teachers and school executives who are seeking to coordinate the work of the school with the life of the community.

**WAS COLLEGE WORTH WHILE?** by John R. Tunis. Published by Harcourt, Brace, and Company. 234 pages.

*Was College Worth While?* is different and a book that should be read. Inasmuch as it points out just what a college education has meant to a typical group, it is not only the answer to the often asked question but gives a unique insight into the relation of higher education to life as seen by alumni in later years. It is a volume of unbiased



information that is helpful as well as entertaining. All phases of college life are touched upon discussed briefly and without frills. A worth while book, one that gives you the feeling of having spent an afternoon in discussion with a helpful informative friend.

**DIRECTED SPEECH**, by Leon K. Whitney, Instructor in Speech, South High School, Denver, Colorado. Published by Ginn and Company, 1936. 386 pages.

This is what one would call a good textbook in Speech. It has been built by a person actively engaged in teaching public speaking to high school and adult classes. The author has employed up-to-the-minute method and approach.

Examination of this book will impress the reader with a number of outstanding features. First, and most important, it gives definite and concrete suggestions as to how to make a speech interesting. Second, it presents the subject of delivery in a simple, natural way. Third, it gives a wealth of assignments, devices for self testing, and bibliographies. Fourth, it gives vivid illustrative material in speeches actually given by students whose needs and problems have been parallel to those of students for whom this book was written.

**WILLINGLY TO SCHOOL**, by Claire T. Zyve and others. Published by Scott, Foresman, and Company, 1934. 110 pages.

This is largely a picture book. Pick it up casually and you will soon be lost in the pages of real life photographs of the thrilling goings-on of the progressive school. It shows effectively, almost dramatically, the possibilities of the modern school with its atmosphere teeming with vitality and life. If there ever was an "inspirational" book, this is it. The whole effect of the arrangement of pictures and text material is to thrill the teacher with the thought of how she can enrich the lives of her students and to make her eager to put her new ideals into practice.

**PLAYGROUNDS — THEIR ADMINISTRATION AND OPERATION**, edited by George D. Butler. Published by A. S. Barnes and Company, 1936. 402 pages.

This new book will be welcomed by all school people interested in play and recreation. It is designed and prepared to meet the needs of playground authorities who have the task of working out a satisfactory plan of operation and maintaining an effective standard of service, to help the worker on the individual playground, and to

serve as a college textbook for playground courses.

The author has presented the subject under five main heads—the Playground Plant, Leadership, Activities and Programs, Administrative Problems, and Problems of Operation.

**25,000 WORDS**, compiled by Louis A. Leslie of Gregg Publishing Company and Charles Earle Funk of Funk & Wagnalls Company. Published by Funk & Wagnalls Company, 1935. 249 pages.

Dictionaries serve many important purposes, but they are unwieldy for the purpose of the person who repeatedly has but a single use for them—that of getting authoritative information on how words are spelled, divided, and accented. This little book within the reach of the stenographer, student, author, or proofreader will save an immense amount of time. It is the type of book that should be available in every school and office.

**SAFETY THROUGH THE YEAR**, by Florence Nelson, Executive Secretary of the Education Division of the National Safety Council and Editor of Safety Education Magazine; and H. Louise Cottrell, Vice-principal of Stockton School, East Orange, New Jersey, and Chairman of the School Committee of Child Educa-

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tion Section of National Safety Council. Published by McGraw-Hill Book Company, 1937. 95 pages.

This book is intended for use in the hands of the individual students. It might be termed a workbook. It provides safety information necessary for pupils in the intermediate grades. Ten units are included, sufficient for a year's work. Each unit is complete and can be used separately.

The authors of *Safety Through the Year* have supplied a timely piece of work. More than that, a brief glance at the book will convince a teacher that there is in it a sound and effective presentation of the subject. Its presentation of facts, its illustrations, and its exercises are impressive. The book should serve its purpose well.

THE LAUGHTER LIBRARY, edited by J. H. Johnson, Jerry Sheridan, and Ruth Lawrence. Published by Maxwell Droke, 1936. 279 pages.

This is a book of a thousand anecdotes selected and arranged for public speakers—an encyclopedia of modern humor. A prominent feature of the book is its story-for-every-occasion index, by which suitable anecdotes can be found for various purposes, with a minimum of time and effort. There is always a great demand for "joke books."

This is a comprehensive one and one that is thoroughly up-to-date. School people who need material for talks and humorous programs will find this book sufficient for their needs.

There are some things which we do because we must; these are our necessities. There are other things which we do because we ought; these are our duties. There are other things which we do because we like; these are our play. Among the various kinds of things done by men only because they like, the fine arts are those of which the results afford to many permanent and disinterested delight, and of which the performance, calling for premeditated skill, is capable of regulation up to a certain point, but that point passed, has secrets beyond the reach and a freedom beyond the restraint of rules.—*Sidney Colvin.*

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## Comedy Cues

### TOGETHER WE BLOW

"Now in case anything should go wrong with this experiment," said the professor of chemistry, "we and the laboratory with us will be blown sky high. Now, come a little closer, boys, in order that you may follow me."—*Michigan Education Journal*.

### MAKING HIS FORTUNE

Poor old Hiram. He went up to New York determined to make his fortune pulling some skin games on innocent strangers. However, the first fellow he tried to sell the Brooklyn Bridge to turned out to be the owner, and if Hi hadn't paid him ten dollars to keep quiet, the man would have had him arrested.—*The Balance Sheet*.

### REAL MEANING OF "ETC."

"Johnnie," said the teacher of the juvenile class, "what is the term 'etc.' used for?"

"I guess its to make people think we know a lot more than we do."—*Christian Science Monitor*.

He: I have heard that you are singing in the church choir now.

She: Yes, last Sunday I sang, "I Shall Not Pass This Way Again," and the congregation seemed to like it very much.

### PURE FOOD

"I say, waiter, the flowers on this table are artificial, aren't they?"

"Yes sir. That's the worst of running a vegetarian restaurant—if we use real flowers, the customers eat them."—*The Balance Sheet*.

Visitor: "Your son is making progress with his violin. He is beginning to play quite nice tunes."

Host: "Do you really think so? We were afraid that we'd merely got used to it."—*Border City Star*.

### STUDENT PHILOSOPHY

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